



ILLINOIS

---

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

**PRODUCTION NOTE**

University of Illinois at  
Urbana-Champaign Library  
Large-scale Digitization Project, 2007.

---

# LIBRARY TRENDS

---

SUMMER 1988

37(1)1-115

---

Library Services to Youth:  
Preparing for the Future

Linda Waddle  
Issue Editor

University of Illinois  
Graduate School of Library  
and Information Science

# LIBRARY TRENDS

**Editor:**

F.W. LANCASTER

**Managing Editor:**

JAMES S. DOWLING

**Publications Committee:** LEIGH ESTABROOK, D.W. KRUMMEL, SELMA RICHARDSON

*Library Trends* is published four times annually—in summer, fall, winter, and spring—by the Graduate School of Library and Information Science at the University of Illinois, Urbana-Champaign, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820-6291.

**Subscriptions:** Rate is \$50 per year (plus \$3 for overseas subscribers). Individual issues are \$15 for the current volume year; back issues from 1978 are available for \$10. Claims for missing numbers should be made within six months following the date of publication. All foreign subscriptions and orders must be accompanied by payment. **Address orders to:** University of Illinois Press, Journals Department, 54 E. Gregory Drive, Champaign, IL 61820. For out-of-print issues, contact University Microfilms International, 300 North Zeeb Road, Ann Arbor, MI 48106. **Postmaster:** Send change of address to University of Illinois Press, 54 E. Gregory Drive, Champaign, IL 61820.

Copyright © 1988 by The Board of Trustees of The University of Illinois.

All rights reserved. Printed in the U.S.A. ISSN 0024-2594

Second class postage paid at Champaign, Illinois and other locations.

Where necessary, permission is granted by the copyright owner for libraries and others registered with the Copyright Clearance Center (CCC) to photocopy any article herein for \$3 per article. Payments should be sent directly to the Copyright Clearance Center, 27 Congress Street, Salem, MA 10970. Copying done for other than personal or internal reference use—such as copying for general distribution, for advertising, or promotional purposes, for creating new collective works, or for resale—without the expressed permission of The Board of Trustees of The University of Illinois is prohibited. Requests for special permission or bulk orders should be addressed to The Graduate School of Library and Information Science, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820-6291. Serial free code: 0024-2594/88 \$3 + 00.

This journal is abstracted or indexed in *Current Contents*, *Current Index to Journals in Education*, *Library and Information Science Abstracts*, *Library Literature*, *PAIS*, and *Social Sciences Citation Index*.

---

## Procedures for Proposing and Guest Editing an Issue of *Library Trends*

We encourage our readers to submit ideas for future *Library Trends* themes; issue topics are developed using reader suggestions and recommendations from members of the Publications Committee. We also encourage readers to volunteer to be issue editors or to suggest others who may be willing to be issue editors.

The style and tone of the journal are formal rather than journalistic or popular. *Library Trends* issues review the literature, summarize current practice and thinking, and evaluate new directions in library practice. Papers must represent original work, published for the first time in *Library Trends*. Extensive updates of previously published papers are acceptable, but revisions or adaptations of published work are not sought.

An issue editor proposes the theme and scope of a new issue, draws up a list of prospective authors and article topics, and provides short annotations of the article's scope, or else gives a statement of the philosophy guiding the issue's development. Please send your ideas or inquiries to F.W. Lancaster, Editor, Publications Office, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820-6291.

---

# LIBRARY TRENDS

---

SUMMER 1988

37(1)1-115

---

## Library Services to Youth: Preparing for the Future

Linda Waddle  
Issue Editor

University of Illinois  
Graduate School of Library  
and Information Science

This Page Intentionally Left Blank

---

# Library Services to Youth: Preparing for the Future

---

## CONTENTS

1	<b>Introduction</b>	Linda Waddle
4	<b>The Path to Empowerment for Young Adult Library Services</b>	Judith G. Flum
19	<b>Realizing the Reading and Information Needs of Youth</b> Charles Harmon and Frances B. Bradburn	
28	<b>Information Access for Youth: Issues and Concerns</b> Frances M. McDonald	
43	<b>Networking in Pennsylvania: Technology and the School Library Media Center</b>	Doris M. Epler
56	<b>Information and Thinking Skills and Processes to Prepare Young Adults for the Information Age</b> Leah F. Hiland	
63	<b>The Search for Values: Young Adults and the Literary Experience</b> Barbara Baskin, Betty Carter, and Karen Harris	
80	<b>Library Services for Hispanic Young Adults</b> Adela Artola Allen	
106	<b>Decision-Making for Young Adult Services in Public Libraries</b> Gerald G. Hodges	
115	<b>About the Contributors</b>	

This Page Intentionally Left Blank

---

## Introduction

LINDA WADDLE

---

YOUNG ADULT SERVICES were experiencing a period of vitality and growth when *Library Trends* published an issue on the subject in October 1968. For young adult specialists and their clients, it was a time of excitement and promise. Since that time, however, there has been a steady decline in public library staffing and resources for the twelve-to-eighteen-year old age group.

Preliminary statistics from the first national survey of public library services to young adults (YA) indicate libraries devote an average of only 16 percent of their budgets to YA collections and only 11 percent employ a young adult specialist ("Preliminary Stats Prove Libraries Shortchanging YAs" 1988).

Since 98 percent of secondary schools had library media centers in 1985 (Cahalan 1987), it may well be that public schools are now the primary agencies providing library services to young adults.

The numbers of young adults have also declined ("Preliminary Stats" 1988), but definitely have not disappeared. The survey reports that although young adults comprise only 10 percent of the population, they make up 25 percent of public library patrons ("Preliminary Stats" 1988, p. 246).

There should be no debate about which agency is responsible for library services to youth; *all* types of libraries will have to provide services and materials to meet the present and future informational, educational, and recreational needs of young adults. Working together, the library profession can help to prepare youth to live in the information age and create lifelong library users in the process.

The contributors in this issue address topics which are of vital importance to YA specialists and nonspecialists. Each author is a youth advocate which Dorothy Broderick defines as "a person who believes in creating the conditions under which young people can make decisions



about their own lives (Broderick 1979).'' The articles all reflect the authors' empathy, understanding, and concern for the youth of our society.

Judy Flum sees the necessity to gain power for youth outside as well as inside the library. Because young adults have little actual power in the institutions that govern their lives, their needs are not adequately addressed. Flum suggests strategies which librarians can use locally or at state, regional, and national levels to empower youth and the people who serve them. She also discusses the need for a national youth policy that values youth and uses their talents as well as addresses their problems.

The article by Frances Bradburn and Charles Harmon describes the steps that need to be taken by all library professionals if the services and resources needed by young adults are to be available in the future. Those steps include understanding, accepting, and communicating the needs and interests of youth.

When the library world realizes the reading and information needs of young adults, they must then make sure that young adults can access the resources that will fulfill these needs. Frances MacDonald and Doris Epler address the issue of access in the next two articles. MacDonald describes the barriers that exist in school and public libraries, both intellectual and physical. They include attitudes, policies, fees, cataloging, and preselection censorship. These barriers deny equal access to information needed by young adults. She reminds librarians "that information seeking patterns are formed during young adult years. If the library is not viewed as a place of answers, then how do adults assume that the library will be viewed as a place of answers when adulthood arrives?"

Doris Epler provides a case study which describes how one state is working to provide access to information for students. The project is called ACCESS PENNSYLVANIA and has two goals. The first is to integrate online searching into the school library media curriculum and the second is to bring schools into the state resource sharing network. Details of planning, funding, and implementation are given. This project can serve as a model for other states as they work to provide equal access to materials and information for youth.

MacDonald's article mentions that the current trend toward integrating thinking skills into school curriculums offers librarians a perfect opportunity to combine them with information skills to teach students to locate, evaluate, and utilize information. Leah Hiland agrees and recommends a new information skills and processes curriculum to replace the traditional library or research skills now being used. Combining critical thinking and information skills can provide a powerful instructional tool which will facilitate preparing young adults for the information age.

Trends in education affect libraries as well as schools. Currently there are demands from leaders in business, religion, and politics to

provide a values education for youth. Barbara Baskin, Betty Carter, and Karen Harris view libraries as institutions that can "provide materials [and] opportunities for young adults to confront and examine their own actions." Using literature found in libraries to teach values is not a new idea, but it is a proven technique to help young adults "wrestle with moral and ethical perplexities." The article suggests books that would be appropriate to use with students who need to find a value system of their own.

In the future, libraries must be prepared to serve a more diversified group of young adults. To accomplish this, Adela Artola Allen says we must become "ethnically literate." Ethnic literacy is a familiarity with the body of knowledge necessary to empathize and constructively work with different ethnic groups in society. This article focuses on Hispanic young adults, the largest minority group of the next decade, and can serve as a model for literacy and library services for other ethnic groups as well. Included are characteristics, library needs, recommended services, and materials.

Since responsibility for library services to youth can no longer be assigned to any one type of library, Gerald Hodges offers suggestions which public libraries can use to plan and develop programs and services for young adults in cooperation with other libraries at the local level. After reporting on a study of factors that influence the provision of information services to young adults, he gives guidelines for preliminary planning, collection development, and evaluation.

There is every reason for youth-serving librarians and other youth advocates to feel a sense of urgency about the need for more and better library services to young adults. The library world must begin to plan and implement strategies now if they are going to be involved in a significant way in the development of an educated, well-informed citizenry of the future. It is time for another period of vitality and growth for young adult services. This time the commitment of all library professionals, not just young adult specialists, is urgently needed.

## REFERENCES

- Broderick Dorothy M. 1979. "Censorship: A Family Affair? *Top of the News* 35 (Spring), pp. 223-32.
- Cahalan, Margaret. 1987. *Statistics of Public and Private School Library Media Centers, 1985-1986 (with Historical Comparisons from 1958-1985)*. Washington, DC: Dept. of Education.
- "Preliminary Stats Prove Libraries Shortchanging YAs." 1988. *American Libraries* 19 (April), pp. 246-48.

---

# The Path to Empowerment for Young Adult Library Services

JUDITH G. FLUM

---

"YOUTH CONSTITUTES A GLOBAL RESOURCE of the first magnitude. They have available a wealth of knowledge which, if wisely applied, can create a world of unprecedented well-being," declared then United Nations Secretary-General Javier Perez de Cuellar in 1985 ("United Nations Chronicle Perspective" 1986, p. 28). In contrast to this message of hope, young adult (YA) librarians and the services they provide are continuously endangered as are services to youth in the greater society. It is essential that YA librarians, both in school and public libraries, take a close look at the realities they face and the actions that must be taken if services that teenagers need and deserve are to not only be maintained, but also expanded to the large majority of libraries that do not have special services for young adults.

This article will explore the following areas: (1) coming to terms with the problem, the current standing of youth in our society, and the impact this has on all services for youth; (2) why the traditional approach, though important, cannot be the only focus for gaining power; and (3) what can be done locally, regionally, and nationally to empower youth, young adult librarians, and increase and improve young adult services and opportunities to gain power in the future.

## STATUS OF YOUNG ADULTS AND THE IMPACT ON SERVICES

Young adults are a minority in this country not merely in numbers but in their standing in society. They are the voters and decision-makers of the near future, an incredible national resource of creativity, energy, and intelligence. However, like the "beast" in "Beauty and the Beast," teenagers are often viewed narrowly and with revulsion and are seen only as noisy sarcastic creatures filled with an abundance of sexual energy.

Teenagers have little actual power. In the educational system some adults would like to control their minds by limiting what they can read

or learn through curriculum and texts or what ideas they might choose to be exposed to in the school or public library. Perusing any issue of the American Library Association's (ALA) *Newsletter on Intellectual Freedom* one can find at least a dozen examples of such restrictions from across the country from Judy Blume or Robert Cormier novels to textbooks with information on evolution (Office of Intellectual Freedom, p. 28). In the realm of personal decisions, there are those who would like to dictate morality to all young people. For instance, a number of states, including California, have attempted through legislation to force teenage young women seeking abortions to obtain parental consent ("Doctors Challenge Parental Consent Law" 1987, p. 1). Also, many school districts across the country are not allowing possibly life-saving information about AIDS to be distributed (Lesley 1987).

In the world of work, the idea periodically arises to pay youth a lower minimum wage than adults receive (Ruffin 1984, p. 19). This is purportedly so employers will increase job opportunities for youth and as a result decrease the high youth unemployment rate and also decrease the astronomically higher minority youth unemployment rates. In reality, a young person's work, though identical to an adult's, is considered to be worth less. This concept would be unacceptable to propose for any other societal minority.

As for leisure, in local communities adults often get upset when teenagers hang about on the street, yet few communities have city or county-sponsored youth centers, programs, or commissions. There is little recognition that this age group has a strong need to spend time with peers and away from adults and that they are on the streets for lack of any other place to be. Adults can get equally upset when youth do manage to find ways to amuse themselves. For example, skateboards are back in fashion as a form of fun and transportation; rather than figure out how skateboards can coexist with communities, some communities and condominium developments have banned or attempted to ban skateboards ("Skateboarder's Union" 1987, p. 15). Teenagers' status as a true minority can be witnessed in many convenience store windows. These stores, often frequented by youth, may have signs in the window, even in progressive communities like Berkeley, California, that say: "Only Two Students In Store at a Time." People accept this as normal, yet substitute the word "students" with the words "women," "blacks," or "latinos" and it would be considered outrageous. In many ways society tells young people that their ideas, needs, work, and skills are not valued until that magic day they turn eighteen.

Since youth are undervalued, their needs and problems are not being addressed adequately. A study by Peter Uhlenberg and David Eggebeen of the University of North Carolina concludes that there has been a serious decline in adolescent well-being between 1960 and 1980. Some disturbing trends include an 11 percent decline in SAT verbal

scores, more than doubled rates of teenage illegitimate birth, delinquency, and drug usage. In addition, teen suicide rates have tripled in the past thirty years ("The Unhappy Years" 1987, p. 60).

Meanwhile, the status of youth-serving agencies and organizations is a direct reflection of the status of those they serve. In the past fifteen to twenty years youth organizations have found it more and more difficult to survive because of funding cutbacks. Many groups spend much of their time doing creative fund-raising. Two key national youth organizations that went out of existence in the past five years are the National Youth Work Alliance and the National Commission on Resources for Youth.

Youth have not been a national priority. Funding that used to exist has been eliminated during the Reagan administration. In the U.S. Congress, there is only one committee that deals with youth issues—the Select Committee on Children, Youth and Families—formed in the ninety-eighth Congress (*Congressional Quarterly Weekly Report* 1987, p. 386). In the Senate there is only a Children's Caucus and a Subcommittee on Children and Families ("From Washington D.C." 1987, p. 15). And yet, in a dramatization of their needs, youth at a national conference of the Child Welfare League of America emphasized the need for government and organization support. They noted that if present trends continue, in a forty member class graduating from high school in the year 2000, two will give birth, eight will drop out of school, eleven will be unemployed, fifteen will be living in poverty, thirty-six will use alcohol, seventeen will use marijuana, eight will use cocaine, six will run away from home, and one will commit suicide ("Youth Empowerment" 1987, p. 2).

The low status of youth and youth work organizations was exemplified by the nearly invisible celebration in the United States of the United Nation's International Youth Year (IYY) in 1985. As opposed to International Year of the Child, which was given wide coverage in the media and was visible to the general public, International Youth Year had very little media attention and visibility. Although forty-four of the fifty states had an IYY Commission at least in name, many had little or no funding. The national IYY Commission generated no significant youth legislation, and the official commission became a very political partisan organization at odds with the traditional youth-serving organizations (Flum 1985). Why the difference between Youth Year and Year of the Child in terms of visibility? Although children also have a minority status in our society and are also in great need of empowerment and services, they have a lovable image and are seen as needing protection, whereas youth, as mentioned earlier, are often viewed as uncouth "beasts" and do not gain empathy easily from many in society.

In summary, young adults, teenagers, and adolescents, while being on the verge of adulthood and needing much role modeling, support, and assistance, are a minority in society and treated as such. They are

given low priority as are their needs, many of which are at crisis levels. This basic issue must be addressed by youth, youth workers, and society as a whole if we expect to produce healthy whole adults who can deal with the complex issues facing the world and it is hoped move our culture toward a saner world of the future.

### CURRENT STANDING OF YOUNG ADULT SERVICES

Many public libraries do not have special services, collections, or staff for teenagers. According to Gerald Hodges: "In those libraries in which 'young adult services' are part of a job description, the combination is frequently with adult reference, audiovisual services, technical services, children's services, etc. (Hodges 1987, p. 169)." YA services are not very visible in the library world and are often a low priority service in libraries that have them. Because of the disappearance of YA coordinator positions in different parts of the country and changes in others, two articles have appeared in the past several years addressing the issue (Isaaco 1985; Holmes 1987). Even library graduate schools have limited, if any, course offerings related to YA services. This struggle to keep YA services alive is not just on the local or regional front. Even within ALA the Young Adult Services Division (YASD) has had to struggle for its existence. Over the years proposed division rule changes that determine division income and what share of ALA expenses each division must bear has almost caused YASD to disappear (Regina Menudri to Flum, personal communication, 29 Dec. 1987).

YA services, then, are a low priority within the library profession with little funding, support, status, or clout as is true of the young adults it is attempting to serve in society. The problem then is much greater than one of just young adult library services. The solution requires a different strategy than young adult librarians have taken in the past. Rather than focusing almost entirely on one's own library and the teenagers that use it, it is essential to focus outward. A YA librarian must understand the value of what quality YA services can do for teenagers; promote the value of the service; document quantitatively and qualitatively what YA services are accomplishing; be a youth advocate in the library, in the community, regionally, and at the state and national levels; work together with youth and other youth workers to advocate for more programs and funds for youth; make youth's issues known; and help youth gain more visibility and credibility in the community with those who make the laws.

At this point one may wonder why bother? Society doesn't value these clients. As a result, YA librarians and library services are given little or no priority in the library world.

Change is always possible. It is a process that can be slow. The work YA people do today may not bear much fruit tomorrow, but it can lay down roots and foundation for those who come after: for young adult librarians, for youth workers in society, and most importantly for future

young adults or teenagers. To begin, it is important to understand why it is worth advocating special services for young adults.

### THE VALUE OF YOUNG ADULT SERVICES

Young adults (for the purpose of this article, junior high and high school age youth) are at a key time in their life. They experience physical changes in their bodies, emotional turmoil, peer pressure greater than in the past, a need to try on different behaviors, to try out ideas and values, to explore who they are and what they want to do right now and with the rest of their life. It is an exciting, difficult, and challenging time for young adults. If they are lucky, they will have a variety of adult role models to learn about, interact with, and observe. They will be given the chance in school, at home, and in the community to try out various areas of interest. They will be taught critical thinking skills to prepare them for life, and they will be exposed to a variety of safe and perhaps enriching activities for relaxation or recreation. Unfortunately, because it is a time of experimentation, there are many ways a young person can get hurt or hurt others—this is inevitable. As previously noted, this society does not put a high priority on facilitating the difficulty of adolescence through services for any aspect of their lives.

What role does or can a library play? A school library or media center can be foremost a place a young person can more fully explore information and ideas related to the school experience. The environment that a young person finds there is also important. A friendly helpful staff that make it clear that their primary role is to expand access to the collection rather than a behavior monitor can make a big difference. If school libraries had enough funds they could also focus on recreational materials. After all, this may be the only library experience a young person may get.

A public library can offer the young adult a welcoming environment to be alone and think or to be with his/her friends. It can offer a young adult librarian who serves as a youth advocate the opportunity to develop a collection of materials that is of a recreational, personal, or curiosity stimulating nature, and allow the YA librarian to get to know the young adults in the library and in the community and thereby making young adults aware of services available to them. The library can offer book talks to stimulate reading to an age group that may associate reading as negative. It can offer programs on topics of interest to young adults and in this way draw them into the library. It can offer volunteer opportunities for young adults that can allow them to try out skills and develop self-confidence and enhance their self-esteem. It can develop a teen advisory group to provide the library with feedback on how best to serve them. Overall it can be one institution that treats young adults with respect, gives them opportunities to be themselves, and find out who they want to be. It can do this through books and other resources and be a real help to kids with personal issues that perhaps are

too difficult to ask an adult about. Through novels and biographies they can learn about the world and themselves. A key function of YA services is to show young adults before they enter the adult world the value the library and its facilities can have in their life and get them into a library habit before they graduate from high school.

In summary then, YA services assist young adults during their formative years and can be a catalyst in their development—i.e., to be diverse, curious, and responsible adults. It ensures a base of future adult library users who will support and value the library. It requires having young adult librarians who are not only knowledgeable about YA literature and materials but are attuned to young adults, are advocates for their rights and needs, and are willing to invest considerable energy in outreach and networking.

### WHY TRADITIONAL STRATEGIES ARE NOT ENOUGH

Lobbying for general library issues at the state and national level is a traditional strategy recommended to YA librarians. The ALA and its youth services divisions, through their legislation committees, sponsor lobbying workshops for youth librarians at their annual conference. The programs usually have excellent speakers and handouts and usually encourage youth-serving librarians to lobby on library issues at state and national legislative days, to write letters supporting library issues of concern, to work on political campaigns to make state, national, and local leaders more focused on libraries and library issues, and to form legislative networks across the state or across the country to inform like-minded YA librarians of issues.

The young adult librarian who attempts to follow the advice of the standard or traditional approach faces many barriers. First, the youth librarian in that official role can only lobby if the library director approves that activity. From this writer's own experience with California's state legislative day, only 1 or 2 percent of the attendees are children or young adult librarians or coordinators. The reality is that if only a handful of people are able to attend from a library it will likely be the library director and managers who attend. Second, the issues at the state or federal level that generate legislation most likely are general and often do not have a youth emphasis. Youth services often do benefit from some general legislation such as the Library Service and Construction Act (LSCA) for public libraries and Education Consolidation and Improvement Act (ECIA) Chapter 2 for school libraries. Third, there is usually little or no youth-interest representation on most state level library committees that recommend what legislation will be introduced or promoted.

The young adult librarian needs more than this. The YA librarian needs information on how to use lobbying skills within one's own organization to prevent cutbacks on YA positions or YA funds; or working with administrators on how best to face a challenge to a YA



book or record; how to build strength on the regional, state, and national level; and how to empower youth and youth services.

### WHAT CAN BE DONE ON THE HOME FRONT?

The local library is the most basic place to begin. YA librarians can view themselves as youth advocates and observe how their library as a whole presents itself to young adults, what it is saying through the ways they treat young adults and through the policies that exist within the library. They can work to eliminate any double standards which may exist between teenagers and other age groups concerning access to services. If there are negative or unfair messages received by teenagers, YA librarians can use lobbying skills to effect change. The staff members responsible for YA services can select and prioritize problem areas. Problems or consequences of the current situation can be documented and presented at staff meetings. Teenagers can be interviewed, current practices examined, and new policies proposed.

As new policies are being developed, it is essential that YA staff examine these carefully and make his/her viewpoint known. Does the new policy include young adults, does it treat them on an equal basis with other patrons or are they excluded from using a new service? Examples of policies that can affect teenagers in a less than optimal way are policies about public access computers (will certain types of software such as games be taboo?); videocassettes (who can check them out? will motion picture rating codes be used as a way of restricting access?); patron registration policies (is it more difficult for teenagers to get library cards than others because of a lack of proper identification?); access policies (do teenagers have access to the entire collection and can they check out all items and use all services adults do?); telephone reference (are questions believed to be homework questions treated differently than if the same question was asked by an adult?); and behavior and conduct policies (are adults and kids treated the same way if identical behavior is exhibited?).

Other areas that need to be monitored are YA staffing levels, YA materials budget, the YA materials selection process, and handling of intellectual freedom challenges. In addition, YA services must be a part of any plans that are being developed by the library such as the Public Library Development Program. Also, the YA person can document the success of the YA service by using output measures and other devices to capture qualitative and quantitative information to justify the value of the service.

What skills are necessary to play this local and very key advocacy role? Establishing *credibility* within the organization means doing one's job well, serving the teenagers who use the library, bringing in more young adults, and making YA services visible and valued in the community. Being viewed as a team player is very important.

Participating in and caring about the organization as a whole is essential. Those only seen as caring about teenagers at the expense of

others or other services will not be listened to. It is indeed a tightrope—being an advocate for youth and balancing their needs with the needs of other patrons and the library's resources. Being an educator is an important part of being an advocate. It includes tactfully educating coworkers, clerks, supervisors, and administrators about YA services; how policies impact on youth; alternative ways to handle problems with teenagers; and getting staff to remember their own youth so as to empathize with teenagers instead of being negative about them.

Being tactful or diplomatic is an essential key to success. Approaching a supervisor or administrator in an adversarial way is less effective than approaching the problem in a positive way. Being assertive is also important. One can be clear and assertive while at the same time being tactful and diplomatic. Building a case means having facts, incidents, and statistics to document a point of view. Offering solutions or alternatively worded policies that would not only work for YA but for all others concerned will be accepted most favorably because they offer viable alternatives for the administration.

Another major role for the young adult librarian as youth advocate is working to empower youth themselves to express library needs and wants. Starting youth advisory groups to get direct feedback on the direction of the YA collection and service and to comment on the overall library policies and services that affect them can be especially valuable (Tuccillo 1986, pp. 15-16). Working to get a young adult to be a voting library commission or board of trustees member can be a significant step in representing young adults' needs and interests (Snider 1985, p. 10). Having youth participate in volunteer activities that support the library can be a tremendous opportunity and can also give all staff levels more intimate contact with teenagers that can help diffuse or break down negative stereotypes.

School librarians can adapt the earlier discussed information to fit school situations. They need to examine library and school policies and educate superiors especially the school principal and school board. School librarians can be familiar with the school environment, sell teachers on the value of the school library's programs and services, get young adults involved in youth participation projects, and be active in local parents groups. It is especially important to be prepared for intellectual freedom challenges and to develop allies—especially teachers and parents—who support the school's position and policies.

### WHAT CAN BE DONE IN THE COMMUNITY?

To be optimally effective as a young adult librarian one needs to understand fully the environment young people experience in the local community—at school, at play, on the streets, or in the home—and make the library an essential part of it. This requires an active rather than passive role. Young adult librarians need to make connections with other young adult librarians serving the same clients. If in a public library, contact the local secondary school librarians and share informa-

tion about each others services and what each knows about the local environment, needs, and interests of teenagers. The librarian needs to learn as much as possible about the school environment including the school calendar, population, special programs, school newspaper, year-books, and extracurricular activities. In the process of discovery it is essential that the YA librarian purposefully educate these contacts about the library clearly giving examples along the way. The drama coach may not be aware of the extent of the library's play collection, the school counselor may have no idea of the library's collection of YA oriented personal information books or that the library has a community information file. The YA librarian also needs to inform school staff about available YA library services and how to obtain them.

The same applies in the community at large. The young adult librarian can explore what services and organizations are for and by youth; introduce the library to them; meet the youth workers and share common information, problems, and goals; and identify youth issues in the community and work on collective solutions. The YA librarian can inform other youth workers how the library can be of use to community groups—e.g., letting these groups know about free meeting room space, display cases, the opportunities to post flyers, and the uses of reference services. The goal is to build professional relationships with school personnel and community youth workers so that there will be cooperation in youth empowerment activities.

Similar outreach efforts can be effective for the school librarian. Two entire issues of the *Emergency Librarian* focus on school library coalition building (*Emergency Librarian* 1980; *Emergency Librarian* 1984).

### WHAT CAN BE DONE BY NETWORKING?

Building a base of strength for YA services locally and regionally depends on strong links not only in the local community but also in the regional professional community. Staff members of a school district or public library system are usually linked to other organizations with broader circles of influence. Staff members can see to it that the interests of young adults and young adult services are visible in these larger circles. Participating in regional committees that are established to deal with young adult services is a primary level of support. If there are no such committees, working to create these can be a first step. Book selection, joint booklists for the public, and cooperatively planned programs can be products of regional activity.

Book review groups are a common type of regional cooperative activity which includes school and public librarians. In California, for example, there are two such groups—the Bay Area Young Adult Librarians and the YA Book Reviewers of Southern California. Although the primary activity is book reviewing, some groups do have business meetings, continuing education programs, and newsletters. Book

review groups could play an effective advocacy role in making YA services more visible and powerful in the region. Activities could include youth advocacy, public relations, lobbying, and networking. A networking committee could meet with nonlibrary youth service groups in the region to create a more effective power base. The key is to share common concerns, to educate each other about what services each organization is providing for youth, and how the groups can mutually support each other and gain strength by working together to improve youth services.

At the state level the library community can link with the youth lobbying organization that represents the traditional youth-serving organizations—e.g., Campfire Girls, Scouts, YMCA, girls and boys clubs, etc. In addition, regional connections can be made with the member organizations. The Young Adult Services Division of ALA has linked up with sixteen youth-serving organizations with the assistance of its National Organizations Serving the Young Adult Liaison (NOSYAL) committee. Regional partnerships can be made with these organizations as well. Linking the library community directly with the youth worker community will not only increase and improve visibility and credibility within the community but will be a way that the state association or regional group can be aware of what issues are coming up legislatively for youth which may impact libraries. Regional or state organizations have the capacity to create an effective legislative letter-writing network to support library and other youth-related legislation. This connection could be a powerful step not only in fighting repressive legislation that removes the rights and privileges of youth but also to develop the legislation needed to empower youth. Building strong coalitions on the state and regional levels with all types of youth workers and involving youth in the process are key steps in making this change.

Also at the state level, YA librarians can ensure that there is youth librarian representation on the government relations committees of the state library associations. New York Library Association is the only state library association this author is aware of that structurally includes at least one youth librarian on its government relations committee.

The state intellectual freedom committee is another state library association committee that needs youth service representation. Since most of the challenges involve children's or young adult materials, experts in dealing with these matters would be valuable members on these committees.

## WHAT CAN BE DONE WITHIN ALA?

ALA's structure and organization currently gives Young Adult Services Division the opportunity to participate and to be represented on many different fronts. The youth services divisions, through their board of directors and elected division councilors, provide input and

participate in policy-making within ALA. A good example of how these ties can be effectively used to strengthen the youth services divisions happened in 1981 when the Interpretations for the Library Bill of Rights were being updated. Because there is value in caucusing, the youth services divisions' intellectual freedom committees worked together to make sure their divisions' concerns were addressed by the ALA Intellectual Freedom Committee (IFC). They raised these issues and offered to prepare draft statements. They worked through layers of the revision process and went back and forth between the ALA, IFC, and the division boards. The result was a victory. Youth interests were better represented in at least three revised interpretations and also in a completely new interpretation on library programming. All passed in the council vote.

Structurally, the youth services divisions have the potential to meet their objectives—politically—within ALA. Currently all committees are encouraged to find their counterparts in the other youth divisions, to meet and share information and ideas, and to cosponsor programs with other divisions. Recently the three youth divisions have been working more closely together and have met at conferences to plan, to apply for grants, to sponsor the youth division presidents' programs, and more.

The youth services divisions need to take opportunities when they arise to advocate the rights of youth and youth services. This means using opportunities such as International Youth Year (1985), Year of the Reader (1986), the next White House Conference on Library and Information Science, and the Young Americans Act.

In light of the low status of YA services, YASD needs to play a significant leadership role in advocating the importance of young adult library services and to work not only to maintain YA services where they exist but to encourage all public libraries to have YA services. It can launch an education and visibility campaign within ALA and the library community to sell library administrators, library school deans, and state librarians on its worth. It can also deepen its liaisons with the youth work community so that YA services librarians are aware of legislation and issues of concern to the youth work community and YA services are recognized nationally as a valuable youth service.

## LOOKING TOWARD THE FUTURE

Moving toward a place of power is hard work and a slow process. Youth advocates today build upon the steps of those who came before them. Henry Bergh established the Society for the Prevention of Cruelty to Children in 1874 to give children at least the rights of animals eight years after he established the Society for the Prevention of Cruelty to Animals. In 1903, Mother Jones, at age seventy-three, launched a march of injured children on President Roosevelt's house to call attention to the child labor situation. National child labor laws were not established until 1911 (Isabel 1978).

What is needed to empower youth and all those serving them—including young adult librarians—is a comprehensive national youth policy, one that not only addresses problems of youth but values youth and utilizes their talents (Pearl 1978). In February 1987 a bill was introduced in both the U.S. House and Senate that would strongly move in that direction. The bill is called the Young Americans Act (Senate Bill 476 and House Resolution 1003). It is designed to do for youth what the Older Americans Act did for senior citizens. The Child Welfare League of America and the National Network of Runaway and Homeless Youth have supported the legislation. In Senator Dodd's introduction of Senate Bill 476 he states:

The Young American's Act of 1987 is a first step toward a concrete, systematic plan to build an optimum future for all young Americans. We do strategic planning for every other area of critical importance. We have long term plans for the military, with the joint Chiefs of Staff advising the President at every turn....We have long-term plans for our Nation's Highways, bridges, and tunnels, because they provide the infrastructure for our cities. Well, children are the future security for this country and the future infrastructure for our democracy (*Congressional Record* 1987, p. S 1807).

The bill, if passed, would have the president appoint the commissioner of the Administration on Children, Youth and Families; would set up a federal council to advise the president and the Congress; would provide for a White House Conference on Young Americans to be held in 1990; and would give grants to states to prevent young people from being ignored.

For this to become a reality and receive funding in the next few years may seem far from possible, but interestingly a Harris Poll reveals that adults believe children to be under duress and that their problems are increasing and not declining.

90 percent want the government to provide health care coverage for children who cannot get health insurance. 70 percent want the government to provide birth control services for teenagers....Seventy-six percent...are willing to increase their taxes to give more money to the public schools; 83 percent would pay higher taxes for drug prevention programs...("The Plight of Children" 1987, p. 1).

Looking toward the year 2000, it is more important than ever to work toward getting more visibility and value placed on youth and their needs. Although between 1987 and 1990 the number of youth between the ages of thirteen and nineteen will actually drop slightly, between 1990 and the year 2000 the youth population will increase its overall share of the population by 6.4 percent to become 10 percent of the overall population for a projected total of 26,849,000 thirteen-to-nineteen-year olds. This is 2 million more youths than in 1987 (U.S. Dept. of Commerce 1984).

Other hopeful signs for youth empowerment are:

1. Committees in the U.S. House and Senate—In the past two years both the House and Senate have created committees to deal with

children and youth. The House Select Committee on Children, Youth and Families is chaired by Chairman George Miller of California (*Congressional Quarterly Weekly Report*, 1987, p. 386). A senate subcommittee on Children and Families plus a Senate Children's Caucus are chaired by Senator Christopher Dodd of Connecticut ("From Washington, D.C." 1987, p. 15).

2. National Youth Network—A national network of youth formed by youth attending leadership training sessions at a national conference in 1987 sponsored by the Child Welfare League of America. They have lobbied for the Young Americans Act, intend to take responsibility in their communities for preventing teen pregnancy, substance abuse, and other issues affecting youth, and to involve youth in improving their schools and communities ("Youth Empowerment" 1987, pp. 2-3).
3. Carnegie Council on Adolescent Development—Created in fall 1986 by the Carnegie Corporation of New York to generate public and private support for measures that can prevent seriously damaging problems in adolescence and to find better ways of promoting healthier adolescent development. It will study the issues for three to five years and will have leaders in the fields of science, law, communications, education, media, government, and business recommend solutions.
4. Youth 2000—The U.S. Department of Health and Human Services in collaboration with the Department of Labor have launched a national campaign to form partnership between federal, state, and local governments and business, labor, school, and nonprofit groups. The goal is to motivate thousands of American youth who are at risk of becoming "disconnected" from society. The initiative hopes to reduce teen pregnancies, drug and alcohol abuse, reduce deaths due to vehicle accidents and suicide, increase reading and literacy levels of youth, and decrease the number of high school dropouts (Elder 1987, pp. 32-33).
5. Second White House Conference on Library and Information Science—Legislation has been introduced and preliminary planning has been done for a second White House Conference on Libraries. The first in 1979 was preceded by town meetings and regional and state conferences. It is unknown how many young adult librarians and youth advocates attended these and the national conference as delegates but there were twenty-seven delegates under the age of twenty (6 percent of the lay delegates and 4 percent of the total delegates). Over sixty youth-related resolutions were introduced. Five of the sixty-four resolutions that came out of the conference were youth related (White House Conference 1979). YA librarians need to start planning now. Common goals and an educational process could be developed for library services for youth.

## CONCLUSIONS

The path to empowerment for young adult library services is not an easy road and not one to be tread alone. It takes substantial numbers of people who care. Young adult librarians, trained in people skills and outreach skills, have all the raw material needed. Progress is possible with determination, energy, and a passionate belief in youth as well as patience and guts. YA librarians must be advocates, must keep their vision broad, and must believe that youth's day will come. If today's youth are empowered by being helped to understand their rights, by having their concerns listened to, and by giving them opportunities to express themselves and participate, perhaps as adults they will help create a country in which youth are appreciated, respected, and given the support and opportunities they need.

## REFERENCES

- "Carnegie Corp. Plans Council on Youth." 1986. *School Library Journal* 33 (September), pp. 18-20.
- Congressional Quarterly Weekly Report*. 1987. 45 (28 December).
- Congressional Record*. 1987. 133 (4 February).
- "Doctors Challenge Parental Consent Law." 1987. *ACLU News* 52 (December).
- Elder, Jean K. 1987. "Youth 2000." *Children Today* 16 (March/April).
- Emergency Librarian*. 1980. 7 (March/June).
- Emergency Librarian*. 1984. 11 (March/June).
- Flum, Judith G. 1985. "1985: Let's Celebrate the Year of the Youth." In *Libraries Celebrate Youth: International Youth Year 1985*, edited by American Library Association, Young Adult Services Division, Committee on International Youth Year, pp. 5-8. Boca Raton, FL: ALA.
- "From Washington, D.C." 1987. *Children's Advocate* 14 (May/June).
- Hodges, Gerald G. 1987. "The Future of Youth Services: Developmental, Demographic, and Educational Concerns." *Top of the News* 43 (Winter).
- Holmes, Fontayne. 1987. "Why YA Coordinators Disappear: A Rebuttal." *Voice of Youth Advocates* 10 (June), pp. 66-67.
- Isaaco, Jeanne M. 1987. "Why YA Coordinator Positions Are Eliminated: An Administrator's Viewpoint." *Voice of Youth Advocates* 8 (June), pp. 110-11.
- Isabel, Sylvia S. 1986. "How to Be an Advocate." *Children's Advocate* 13 (November/December).
- Lesley, J. Ingrid. 1987. "How Does the Public Get Health Information? The AIDS Crisis As a Case Study" (speech given at the American Library Association Conference, San Francisco, Calif., 27 June).
- Office of Intellectual Freedom, American Library Association. *Newsletter on Intellectual Freedom*. Chicago: ALA (published 6 times per year).
- Pearl, Arthur, et al. 1978. *The Value of Youth*. Davis, CA: Responsible Action.
- "The Plight of Children." 1987. *Children Today* 16 (March/April).
- Ruffin, David C. 1984. "The Price of Youth Labor." *Black Enterprise* 16 (August).
- "Skateboarders Union." 1987. *Children's Advocate* 14 (May/June).
- Snider, David. 1985. "Youth Participation Can Be a Hit, With Young Adults and With Library Advisory Boards." In *Libraries Celebrate Youth: International Youth Year 1985*, edited by American Library Association, Young Adult Services Division, Committee on International Youth Year. Boca Raton, FL: ALA.



- Tuccillo, Diane. 1986. "A Young Adult Advisory Council Can Work for You, Too." *Emergency Librarian* 13 (May/June), pp. 15-16.
- "The Unhappy Years." 1987. *Scientific American* 256 (January).
- "United Nations Chronicle Perspective: Youth in the 1980's." 1986. *U.N. Chronicle* (January).
- U.S. Department of Commerce. Bureau of the Census. 1984. *Projections of the Population of the United States, by Age, Sex, and Race: 1983-2080* (Series P-25, no. 952, May).
- White House Conference on Library and Information Services. 1979. *Information for the 1980's: Final Report of the White House Conference on Library and Information Services 1979*. Washington, DC: Superintendent of Documents, USGPO.
- "Youth Empowerment." 1987. *Children Today* 16 (May/June).

---

# Realizing the Reading and Information Needs of Youth

CHARLES HARMON, FRANCES B. BRADBURN

---

AS LIBRARIANS SEEKING to provide materials and services which meet the constantly changing reading, listening, viewing, and information needs of young adults, we are often hampered by a society that does not believe library services can make a positive difference in the lives of these clients. The result is lack of support for funding and staff, limited or restricted access to information, and censorship efforts from various interest groups.

If change is to occur it is necessary for all library professionals to first understand, then accept, and finally, communicate to society the reading and information needs and interests of young adults.

## UNDERSTANDING THE NEEDS AND INTERESTS OF YOUTH

To much of our society, teenagers are an anomaly. They are too old to be treated as children and too young to be treated as adults. Teenagers are trapped in a body and mind more suited to their primitive ancestors in a society which forces them to contain their energies and enthusiasms at a stage in their lives when it is least physically possible or appropriate. As Mibaly Csikszentmihalui states in his article "The Pressured World of Adolescence, "many adolescents feel they have been put on hold, forced to listen to pre-programmed Muzak while their best years slowly drift by....At present, we have little use for the strength, the brains, the sexuality of adolescents...the vitality of youth gets bottled up for future use (Csikszentmihalui 1987, p. 104)." Fortunately, educators, psychologists, and young adult authors have recognized the need to identify how young people feel about their lives. Csikszentmihalui describes a project at the University of Chicago in which teenagers were asked to wear an electronic pager for several weeks. When the pager beeped, each high school student was instructed to fill out pages in a

Charles Harmon, City High School, Iowa City, IA 52240

Frances B. Bradburn, Division of the North Carolina Department of Public Instruction, Central Regional Educational Center, Raleigh, NC 27600

LIBRARY TRENDS, Vol. 37, No. 1, Summer 1988, pp. 19-27

© 1988 The Board of Trustees, University of Illinois

booklet describing where they were, what they were doing, and how they felt. The feelings of loneliness and isolation and the lack of adult contact were striking (Csikszentmihai). Research projects at Pennsylvania State University (Petersen 1987) and the University of Wisconsin-Madison (Steinberg 1987) focus on early adolescents' feelings about themselves and their relationships with their peers and parents.

In 1967, G. Robert Carlsen stated that: "If books are to have any meaning, they must be related to the young person's personal and social needs (Carlsen 1971, p. 10)." While these needs have certainly changed since Carlsen made this profound statement, the basic premise is just as true today. In 1953, Robert J. Havighurst delineated these needs which he referred to as developmental tasks. Havighurst, like Carlsen, has much to offer librarians in the areas of both reading interests and bibliotherapy because he addresses the developmental tasks necessary for adolescents to reach their potentials. These ten tasks identified by Havighurst are:

1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civic competence.
9. Desiring and achieving responsible behavior.
10. Acquiring a set of values and an ethical system as a guide to behavior (Nilsen 1985, p. 578).

To these Richard F. Abrahamson has added an eleventh developmental task—i.e., exposure to someone's death (Abrahamson 1979, p. 3). Clearly there is much that librarians and libraries can offer young people to help them achieve these necessary tasks.

Noted young adult author Sue Ellen Bridgers describes her role and that of all authors of young adult literature:

They [young people] need books that reflect both the confusion and the calm, books that speak to the basic human need for companionship, books that portray family life in such a way that young people see the possibility of commitments to it that can sustain rather than destroy them.

I hope that the characters in my books portray such a commitment. I believe they are responsive to the collective well-being as well as to their individual goals and accomplishments. They face their days knowing how often rain will fall, how frail we all are and yet how resilient (Bridgers 1986, pp. 55, 61).

The point at which young people take on the full responsibilities of adulthood is later in life in our society than it ever has been. As the average educational level has risen (twelve grades in the secondary level

and a larger percentage of people pursuing higher education), adolescence has extended into what The William T. Grant Foundation Commission on Work, Family and Citizenship has called a "custodial/learning and preparation period" or a "youth-to-adulthood transition...which for many youths lasts well into their mid-twenties and longer (William T. Grant Commission 1988, p. 12)." Indeed, the commission reports that the percentage of eighteen-to-nineteen-year-olds in high school increased from 39 to 51 percent for whites and from 35 to 44 percent for blacks between 1960 and 1985. The commission goes on to suggest that: "Developmentally, adolescence provides a time of delay or 'moratorium' during which the young can experiment with and prepare for adult roles without assuming the full range of adult responsibilities (William T. Grant Commission, p. 12)." In their January 1988 report *The Forgotten Half: Non-College Youth in America*, the commission notes that 25 percent of ten-to-seventeen-year-old youth are "in jeopardy of suffering the negative effects of some combination of school failure, premature parenthood, substance abuse, crime or delinquency. Of these, one in ten is in dire straits (William T. Grant Commission, p. 13)."

It is all too obvious, both from these statistics and from our own observations and experiences, that society is not adequately meeting the needs of this age group. This is a dismal situation in a day in which we have a wealth of resources and research to draw on to help young adults reach their potential. In actual practice, an understanding of the nature of adolescent concerns requires awareness, education, and communication with young adults in a specific library setting.

### ACCEPTING THE NEEDS AND INTERESTS OF YOUTH

Libraries must attempt to meet three major categories of young adult needs: (1) research needs (for both school and personal explorations), (2) recreational materials (reading, listening, and viewing collections), and (3) informational needs (family planning, personal care, etc. resources). In meeting these needs, adults often have "less understanding of the differences in learning styles and aptitudes that the young adults may display, and we are less skillful in adapting our institutions to serve them (William T. Grant Commission, p. 13)."

This lack of understanding and reluctance is echoed by James Liesener's admonishment that "national information policy discussions cannot continue to ignore children and youth (Liesener 1987, p. 20)." A multitude of professional position papers, articles, and statements from the American Library Association (ALA) all support the rights of young people to access information and yet the actions of governments, schools, and libraries continue to restrict youth from equal participation in and access to adult resources. Examples of this restriction include the recent Hazelwood case in which the Supreme Court upheld the rights of school administrators to censor student

publications (not only an example of restricted participation, but also a case of hampering and watering down an educational experience) and the appallingly limited use of interlibrary loan by the primary provider of library services to young adults—school library media centers.

Perhaps one of the most difficult facets of accepting the library needs of young adults is that those needs are every bit as complex, broad, and deep as those of adults and yet, as echoed earlier in this discussion by the Grant Foundation Commission on Work, Family and Citizenship, we have difficulty adapting institutions and libraries to serve them. As a profession, we have long realized that access is a priority in library services. Indeed, in identifying its priorities as a profession, the American Library Association has stated as "Priority Area A" this area: "ALA will promote efforts to ensure that every individual has access to needed information at the time needed and in a format the individual can utilize through provision of library and information services (American Library Association 1986, p. 216)." In its list of seven goals which led to achievement of this priority, the association has identified as goal one: "All individuals have equal access to libraries and information services (American Library Association, p. 216)."

This professional dedication to equal access for youth was recently reaffirmed by the American Association of School Librarians (AASL) in a landmark document "Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights." The AASL interpretation includes these two powerful sentences: "Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear (American Association of School Librarians 1986)."

Working from the defined ALA priority of access and from other ALA statements, Mary K. Chelton has provided a definitive compilation of librarians' shortfalls in a 1984 speech which was reproduced in the Fall 1985 issue of *School Library Media Quarterly*. Chelton very rightly pointed out that most librarians have a preconceived notion of what constitutes the "ideal" young adult (YA) patron and that they feel uncomfortable with young adults who do not conform with their ideas. Another area in which Chelton notes that we fail in serving young adults is through public library telephone reference policies. Since more and more single parent and two parent working families exist, libraries "should probably be expanding telephone reference service to kids, not getting them off the phone and into the library as fast as possible (Chelton 1985)."

In the area of reading interests, Chelton points out that we lament the fact that more girls than boys seem to use the library, but we ourselves fail to read and promote one of the major areas of male reading interest—i.e., science fiction (young adult females also read science

fiction, but not as widely as their male counterparts). Along the same lines Chelton defines the "Law of Literary Merit, which says that concern over literary quality rises in direct proportion to alarm over content (Chelton, p. 23)." As an illustration of this phenomenon, Chelton notices that: "Most of the teenage romances are no more poorly written than the average 'realistic' teen novel, but objections to the girl-gets-boy stereotypic formula are far more frequent in professional literature than objections to first person problem novels filled with inept adults (Chelton p. 23)."

Another barrier to reading observed by Chelton is the librarian's fondness for hard-cover books. "We prefer hard-back books to any other kind of format, and we have institutionalized a reviewing system which makes it easy for us to maintain that bias (Chelton, p. 23)." Chelton goes on to note that young adults prefer paper backs, and as a profession we should clamor for library reviewing/purchasing mechanisms which facilitate that desire. Chelton further observes that these barriers to reading have a chilling end result for young adult library patrons: "less access for kids to needed materials which happen to be controversial with adults (Chelton, p. 23)."

In meeting the reading interests of adolescents, librarians would do well to attempt to supply the books that young adults like to read. This brings to mind the old advertising maxim, "know your audience." A 1987 article by Betty Carter, "What Are Young Adults Reading?" points out the fact that series books attract teens. Carter observed that teens do not stay at the series books stage forever but will move on to other interests. At the moving on stage, Carter says "the trick, of course is recognizing what trait or feature in a particular book" triggers a feeling or identification in the reader with the characters or emotions in books they like (Carter 1987). Unfortunately, when librarians fail to know their audience or their reading interests, they cannot sell their product. A 1982 survey of 3399 students in grades four through twelve conducted by Donald R. Gallo showed that youth in grades seven through twelve sought librarians as the last place to turn for reading advice (Gallo 1985, p. 736).

Chelton notes that the psychological walls put up by library staff who do not like young adult patrons represent a huge barrier to effective YA library services. Another barrier is space planning which does not take into account what Sue Rosenzweig (quoted in Chelton's article) has defined as space "to absorb the fatigue that often accompanies growth. In a library, this means having a place where talking quietly with friends is allowed, where one can sprawl out with a good book..., and where wiggling and moving around is not frowned upon (Chelton 1985, p. 24)." Library policies as fundamental as opening hours pose significant barriers to youth access. How can young adults have adequate access to the library if it is closed or thinly staffed when they are able to get to it (e.g., after school)? Chelton also points out that providing bike racks will make the library an easier place for young adults to utilize. Yet

another barrier is the unwillingness of librarians to offer interlibrary loans or reserves to young adults. Chelton (1985) pointed this out in her speech. It is an even greater problem in today's library when online database searching results in numerous citations which school and small- and medium-sized public libraries may not hold. The continually decreasing purchasing powers of today's library budgets further compounds this negative effect.

Jody Charter noted in a 1987 study of access in secondary school library media centers that "variables such as school rules, library media center rules, inadequate collections, personality of the library media specialist, teaching style, and teenage psychology all appear to impede student access to needed information. Some students may never again choose to enter a library (Charter 1987)." Charter concluded his study by observing that students who have personal and/or educational information needs are being sadly cheated when access is blocked (Charter 1987, p. 160).

These research studies demonstrate that very significant problems exist in both realizing and meeting the needs of young adults in libraries. The needs and interests of young adults not only are diverse within the population subgroup itself, but they also are distinct from those of other client groups and must be recognized and programmed for accordingly.

## MEETING THE NEEDS AND INTERESTS OF YOUTH

One of the most telling documents in the history of young adult services has to be *Planning and Role Setting for Public Libraries: A Manual of Operations and Procedures*. This document, a guideline for public library planning instituted by the Public Library Association, identifies specific roles for public libraries; the identified roles are: popular materials library, reference library, independent learning center, formal education support center, preschoolers' door to learning, community information center, community activities center, and the research center (McClure et al. 1987). It is ironic that each and every one of these is an essential component of effective library services to young adults (yes, even preschoolers' door to learning because many young adults are, perhaps sadly, already the parents of preschoolers). However, in communicating the needs of young adults to library administrators and parents, YA librarians tend to focus only on reading interests and easy, noncontroversial programming such as babysitting workshops.

Librarians who serve young adults—whether in a public or school library setting—have a responsibility to be advocates for their patrons' needs in all the roles identified by the Public Library Association. This responsibility is painfully obvious if for no other reason than that there is simply no one else in society charged with meeting the broad informational needs of adolescents. It is not enough just to assist adolescents nor

is it enough just to like them; we must believe in their right to arm themselves with any information which will enhance their growth.

Meeting the informational needs of and providing popular reading materials for young adults is a difficult and often unappreciated (if not nonexistent) function in public libraries. For example, in 1965, forty-five full-time and nineteen half-time YA librarians held positions in sixty-four branches of the Los Angeles Public Library. Through budget cuts made from 1977 to 1983, that force was reduced to twenty-five full-time and thirty-four half-time YA librarians. Also eliminated was an essential YA services office (including a young adult coordinator position) (Holmes 1987). The tragedy of such an example is the mass hysteria which would have resulted if childrens' services or reference services had been cut in such high staff numbers and eliminated totally from the coordination level of such a large public library system. All too often library services to young adults are viewed as frills and not as necessities.

Perhaps the single best example of a program which not only meets the needs of adolescents but also communicates those needs to parents and other authority figures is one begun in the late 1970s by Pat Scales, media specialist at Greenville Middle School in Greenville, South Carolina. Scales's program offers librarians a chance to explain to other adults what we perceive to be the needs of their children. Though aware that censors in the guise of parents could attempt to wipe out large portions of her fiction collection, Scales nevertheless bravely began a YA book discussion group for parents. Once a month Scales invited parents to the school's library for a program she had planned. Her program, "Communicate Through Literature," had three primary objectives: "(1) to develop positive communication between parents and their children through the use of literature; (2) to encourage a better relationship between the school and community by involving the parents in the school program; and (3) to create a supportive atmosphere for intellectual freedom by providing parents with the opportunity to study and analyze young adult literature (Scales 1981)."

Scales would choose a topic such as peer pressure, parents, teenage sexuality, or coping with death, and select several young adult books which dealt with the issue. She would tell a small bit about each book and send parents off to read a representative sample over the next few weeks. At the next meeting, Scales and the school's guidance counselor helped the group understand how young people deal with the specific issues they had read about and how the YA books help teenagers learn how to cope with each situation. Inherent to the discussion was the awareness that these materials were not only portraying a realistic segment of life as our children know it (whether we like it or not), but they were also helping these youngsters to see ways of coping with the various situations depicted. Scales reported that one "mother who noted the negative portrayal of parents in many of the young adult novels



commented, 'I certainly hope that my son doesn't view me this way. He probably does. Maybe I should think about this (Scales 1981, p. 10).' " Scales further reported that books which have been banned or questioned in many libraries were openly discussed in these meetings and that the parents accepted these books with enthusiasm. Not only has Scales's program provided improved communication between the library and parent, but it also has improved communication between parents and adolescents. Scales offered this comment made by a seventh grader: "If I read a good book, I'll ask my Mom to read it. The books may help her see how I feel (Scales, p. 11)."

Another way that libraries can actively promote reading among young adults is to encourage parents to keep kids and books together. This was the theme of a program recently offered by Gerald Hodges for parents. Some of Hodges's ideas were: model reading at home, read the same book as young adults and discuss it, use the power of media tie-ins with books, let teens read aloud to younger sisters and brothers, actively support freedom of choice and diversity in reading, and perhaps most importantly, "remember that we all read for similar reasons: information, vicarious experiences, to escape, to pass the time, etc. (Hodges 1987)."

A third way to meet the needs of adolescents in libraries is by offering them full library services. All too often the information needs of young adults are treated as secondary to those of adults. This is perhaps best seen at the reference desk and is most illustrative of the need to incorporate the Public Library Association roles of reference library and formal education support center into YA services. Public libraries are not alone in failing to support effectively YA needs in this area; many school libraries offer inadequate collections and services to support the academic program within the walls of their schools. We must offer online services and other facets of bibliographic instruction to young adults. To have these tools and fail to make them totally accessible and understandable to young adults violates not only the Library Bill of Rights but also the very spirit of librarianship. A prime example of this violation occurring in American librarianship is when use of such tools as online searching requires the user to be present during school hours when the "reference librarian is on duty" (and the student has to be in school) or to pay search charges at rates far beyond what the high school student can reasonably afford. To recognize, realize, and publicize these needs is the responsibility of all librarians.

## REFERENCES

- Abrahamson, Richard F. 1979. "The Ultimate Developmental Task in Adolescent Literature." March, p. 3 (ERIC Document No. 161 075).
- American Association of School Librarians. 1986. "Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights." AASL Board of Directors Board Item # (adopted 26 June 1986).

- American Library Association. 1986. *ALA Handbook of Organization 1986/1987*. Chicago: ALA.
- Bridgers, Sue Ellen. 1986. "Stories My Grandfather Told Me: Part Two." *The ALAN Review* 13 (Winter), pp. 55, 61.
- Carlsen, G. Robert. 1971. *Books and the Teenage Reader*. New York: Bantam.
- Carter, Betty. 1987. "What Are Young Adults Reading?" *Educational Horizons* 65 (Summer), pp. 185-87.
- Charter, Jody A. 1987. "An Open Invitation? Access to Secondary School Library Media Resources and Services." *School Library Media Quarterly* 15 (Spring), pp. 158-60.
- Chelton, Mary K. 1985. "Issues in Youth Access to Library Services." *School Library Media Quarterly* 14 (Fall), pp. 21-25.
- Csikszentmihalyi, Mihaly. 1987. "The Pressured World of Adolescence." *Educational Horizons* 65 (Spring).
- Gallo, Donald R. 1985. "Ask Your Librarian!" *American Libraries* 16 (November).
- Hodges, Gerald G. 1987. "Keeping Kids and Books Together." Speech at Iowa City, Iowa: Old Capitol Reading Association, 22 Sept.
- Holmes, Fontayne. 1987. "Why YA Coordinators Disappear: A Rebuttal." *VOYA* 10 (June), pp. 66-67.
- Liesener, James W. 1987. "Learning At Risk: School Library Media Programs in an Information World." *School Library Media Quarterly* 14 (Fall).
- McClure, Charles R., et al. 1987. *Planning and Role Setting for Public Libraries: A Manual of Operations and Procedures*. Chicago: ALA.
- Nilsen, Allen Pace, and Donelson, Kenneth L. 1985. *Literature and Today's Young Adults*, 2nd ed. Glenview, IL: Scott, Foresman.
- Petersen, Anne C. 1987. "Those Gangly Years." *Psychology Today* 21 (September), pp. 28-34.
- Scales, Pat. 1981. "Parents and Children Communicate Through Literature." *VOYA* 4 (June), pp. 9-11.
- Steinberg, Laurence. 1987. "Bound to Bicker." *Psychology Today* 21 (September), pp. 36-39.
- The William T. Grant Commission on Work, Family and Citizenship. 1988. *The Forgotten Half: Non-College Youth in America*. Washington, DC: The William T. Grant Commission on Work, Family and Citizenship.

---

## Information Access for Youth: Issues and Concerns

FRANCES M. McDONALD

---

ALTHOUGH THE LIBRARY COMMUNITY advocates unrestricted access to resources for all, professional practices illustrate that librarians restrict access for youth. Librarians justify these restrictions based on assumptions about youth and information. Some librarians assume that youth do not have the same need for information that adults have. Children and youth are not assumed to be a valid part of the community of scholars with legitimate research needs. School library media centers are not viewed as institutions of serious research. These assumptions lead librarians to apply different standards of information access to youth and youth services. Consequently, youth information needs do not receive the same serious consideration that adult information needs receive and librarians impose restrictions on youth in conflict with their professional ethics.

Age restrictions exist in libraries in spite of the clear statement in the Library Bill of Rights that: "A person's right to use a library should not be denied or abridged because of origin, age, background, or views (American Library Association 1983, p. 14)." Although not actually denying library use, librarians abridge youth access in a variety of ways including, but not limited to, restrictions on borrowing certain types of materials; requiring parental permission to use certain materials; limiting use of audiovisual materials by young adults; denying interlibrary loan service to youth; charging fees for the use of some library services and resources; setting up restricted shelves in school library media centers; and assigning subject headings that inhibit the information-seeking behavior of youth. Limitations imposed by budgetary constraints, lack of professional staff serving youth in public libraries and schools, and, in some cases, lack of library service also contribute to restricted access.

Library literature does not provide an official definition of access. Using commonly held assumptions about the definition, Mary K. Chelton described access as "the conglomeration of means by which users and potential users are assured the means of approaching desired information (Chelton 1985)." The Special Committee on Freedom and Equality of Access to Information of the American Library Association (ALA) proposed a working definition of access.

Today, whether librarians employ the word "access" as either a noun or as a verb, the word "access" carries with it policy concerns about library users' rights, which broadly and briefly stated, involve the right to enter and use a library's holdings without limitations in the forms of: architectural barriers, sociological/economic factors, ideologically biased selection practices, usages or circulation restrictions, hidden (or unpublicized) services, unqualified staff, fees for the use of any materials or services (Special Committee on Freedom and Equality of Access to Information 1987, p. 44).

Discussions of access abound in professional publications and at professional meetings. However, by design, disinterest, or lack of recognition of youth information needs, school library media specialists and youth specialists in public libraries have been excluded from, or have chosen not to participate in the access debate. As Marilyn Miller pointed out in reaction to the report of the Lacy Commission (Commission on Freedom and Equality of Access to Information 1986):

One of the most serious problems with the document is the makeup of the Commission itself. If someone knowledgeable about library services to youth (both school and public library): the condition of that service and the needs we have as well as the current philosophy of service AND WHAT WE CONTRIBUTE to making information accessible, some of the simplistic assumptions in the document could have been avoided....Furthermore, someone with expertise in educational methods, philosophy and theory could have added a great deal to the study especially when the Commission tries to equate access to a terminal and resources in hand with access to information (Miller 1986).

Common beliefs within the profession suggest that outsiders impose restrictions on access to information. While this may be partially true, practices that inhibit access are more often imposed by professionals working in school library media centers and public libraries than are imposed by persons outside the profession. Admittedly, pressures felt from outside groups contribute to in-house restrictions. But the amount of concern raised by and devoted to the citizen censor shifts the focus from the area of primary concern—i.e., professional attitudes and practices resulting in restricting access to information.

Many times the convenience of adult library users leads to barriers for the young. Still other barriers result from assumptions about the value of youth information needs. Whatever the reason access is restricted for youth, consciously or unconsciously adult decision-makers justify barriers between the young and information on the basis of their beliefs about intellectual rights of children.

David Moshman defined intellectual rights as "including the right to use and develop one's intellect, including access to information and

ideas, freedom to believe what one chooses, freedom to express one's beliefs, and, perhaps, freedom to act on those beliefs (Moshman 1986, pp. 1-4)." Other major considerations include the nature of children, psychological and developmental levels, and adult views of needs and natural rights including ethical, moral, and safety considerations (Moshman, p. 2). These factors influence decisions about access.

What intellectual rights do children have? Adults answering this question approach the issue from one of two positions—as protectors of youth or as advocates of youth. In the first role, that of protector, the assumption is that the adult knows what is best for youth, what will harm them, what information needs they have, and how those needs can be met. These adults protect youth from themselves, others, and ideas. The stance is limiting, restricting access to what is perceived as best or appropriate for young library users. The result is that librarians develop collections based on what is expected to elicit the least amount of parental and societal displeasure. The protector seeks to limit the resources made available to youth and erects barriers between youth and information thereby retaining power over them.

The second role, that of advocate, assumes an open stance. From this perspective adults view youth as capable of defining their information needs and capable of making judgments about the resources needed to meet their needs. Advocates make no judgments about what is best for youth. They assume a responsibility to empower youth to identify, retrieve, and use information and they seek to expand resources made available to youth, promote access, and encourage exploration of ideas. These advocates remove barriers between youth and information.

The stance taken by adults who work with youth is formed by beliefs about the young—i.e., their mental characteristics, their needs and abilities, and their basic rights as persons. Whether the courts, psychologists, professional values, personal experience, expediency, convenience, or a combination of all of these serve as the major impetus will determine the stance taken. Although the courts have said that young people are persons under the Constitution, the courts have also said that young people are special persons in need of special protections (*Tinker v. Des Moines*; Moshman 1986, pp. 25-38). Adults in institutions working with young people interpret these special protections in a variety of ways. They may be guided by their position as advocate or protector, or, unfortunately, merely as adults indifferent to youth who want no difficulties from young people or their parents.

Gatekeepers between information and youth range from the courts to parents. The courts provide guidance by dealing with legal issues and constitutional protections. The state provides access or inhibits it through the institutions established to serve youth. The state's interest in the access question stems from the need to develop responsible educated citizens capable of self-government. Educators determine access through their views of the purpose of education as well as through their responses to societal concerns and community values.

Educators focus on the need for information and skills. Through selection procedures, the librarian defines the scope of information available to youth. Through distribution regulations the librarian determines access to that information, and through teaching the librarian provides information skills. Parents influence the process with concerns about protecting their children, concerns about preserving family values, their views about education, and with socioeconomic factors. All these combine to determine what information is made available to young people, how accessible the information will be, and how skilled the young person will be in using the information.

As institutions of learning, school and public libraries serve the information needs of the young and help to establish habits and develop skills that will govern information-seeking behavior throughout adulthood. Beliefs about whether the library helps to form democratic and social values or is an institution of indoctrination to an approved point of view will influence how restrictive or nonrestrictive the library will be in terms of providing physical and intellectual access to information. Liesener stated that "knowledge, understanding, appreciation and skills in the critical discerning use of information in its different forms are fundamental to a democratic society as well as to effective functioning in an information world (Liesener 1985, p. 14)."

## ACCESS TO INFORMATION

Discussions about access must address two aspects—i.e., intellectual and physical access to information. Intellectual access to information includes the right to read, to receive, and to express ideas, and the right to acquire skills to seek out, explore, and examine ideas. Physical access includes being able to locate and retrieve information unimpeded by fees, age restrictions, separate collections, and regulations. Decisions about physical access are determined by beliefs about intellectual access rights.

### *Intellectual Access to Information*

Access to information implies far more than locating and checking out an item. Intellectual access implies knowing what to do with information, having the skills of analysis, and being able to critique, synthesize, evaluate, and use information and ideas. These skills meet information needs and enable users to solve problems and answer questions. This means that young persons must be trained not just to use catalogs, indexes, and databases to locate information, but also to acquire the intellectual skills to process that information in ways that make it meaningful. The current educational focus on critical thinking emphasizes the need for analytical skills to enable individuals—youth no less than adults—to become critical consumers of information. Information skills of this type go far beyond those currently being taught (Liesener 1985, pp. 11-20; Mancall et al. 1986).

Rigidly scheduled libraries, curriculum restraints, and inadequate staffing hamper school library media specialists attempting to teach information skills to youth. Traditional library media skills have been taught in isolation by library media specialists. Information skills, including those of critical analysis, must be integrated into the curriculum. Contract language, student schedules, and patterns of library use minimize the efforts of school librarians to integrate information skills into the curriculum. Expectations of library media programs must be changed to bring the school library media specialists into the information age where technological means of accessing information and resource sharing are crucial to information access for youth (Liesener 1985, p. 17).

#### *Physical Access to Information*

While intellectual access to information is just now being articulated as an issue for school and public librarians who work with youth, physical access has been addressed for years. Physical barriers to information access fall into several categories. Chelton (1985, pp. 21-25) identified psychological, interpersonal, physical, financial, geographical, linguistic, or legal barriers. Charter (1987, pp. 158-60) suggested that the personality of the librarian might even be a barrier to access. This discussion is limited to institutional barriers imposed because of age, fees, interlibrary loan, subject access cataloging, and selection practices of librarians.

*Institutional Barriers.* Librarians are not inclined to discuss institutionally imposed limitations on access to information in professional literature, nor do they report restrictions imposed by regulations in schools and public libraries. But public library and school rules do inhibit access to information. Chelton recently discussed barriers to information primarily in public libraries, and Charter addressed barriers in school library media centers.

Charter investigated 239 students in six schools and found a satisfaction rate of only 58.5 percent among students attempting to locate curriculum materials. In addition, only 55 percent of the students reported success in locating materials related to their interests. These low rates of satisfaction, for whatever reasons—lack of materials, inadequate skills, unavailable indexes, restricted interlibrary loan, inadequate subject headings—led 41 percent of the students to discontinue use of the library for access to information (Charter 1987, pp. 158-59). Student frustrations related to accessibility were expressed as “entry rules, pass systems, and rules imposed by the library media specialists.” Charter described the limiting regulations—limiting the numbers of students able to go to a media center from study hall, specifying the numbers of students sitting at one table in a media center, dictating what activities may be pursued in a media center, or what resources may

be used. The typical practice of closing the media center during noon hour and before and after school also limits access to resources for students (Charter 1987).

Typical of the regulations restricting access is that of allowing students to use books but not other forms of media. Restricting student use of audiovisual materials because teachers want exclusive use of these for classroom instruction cannot be justified on the basis of learning theory. In fact, evidence from research on learning suggests that people benefit from repeated exposure to information indicating that a second or even a third viewing contributes to student learning. Further, limiting access to audiovisual resources reflects a lack of attention to the learning styles of students.

Restrictions in school library media centers are also imposed by tightly scheduled curriculum and teaching styles. Students with no study halls frequently have no opportunity to use the media center. Teachers who rely on one textbook effectively limit student access to one point of view (Charter 1987). School rules, library media center rules, inadequate collections, personality of the library media specialist, teaching style, and teenage psychology all appear to impede student access to needed information. School library professionals need to address "philosophically" the needs for free physical access to resources and services (Charter 1987).

Although school officials and school librarians justify their regulations, most of these serve only the convenience of the media professional or reflect a basic distrust of the motivations of the students based on the adult idea that youth are frequently up to no good and the only way to control rambunctious young people is to regulate tightly their activities. All of this, of course, discourages information use by young people (Chelton 1985, pp. 21-25).

Whether by policy or tradition, professional attitudes and practices in public libraries also impose limitations on access to information. Chelton identified as barriers attitudes toward nonreaders and young adults in general, provision of few appropriate resources, antipathy toward the paperback format, reluctance of public librarians to deal with information needs termed "homework," and the reluctance to provide telephone reference service to youth (Chelton 1985, pp. 18-25). Other institutional barriers described by Chelton were "idiotic space planning" and library hours, combined with inadequate young adult services staffing after school, evenings, and weekends. Other practices that discourage youth from using public libraries are rules about food and drink, sprawling on furniture, and security systems. Obviously, when one thinks of institutional barriers, inaccessibility for disabled persons immediately comes to mind, but one does not have to be disabled to feel restricted by rules and regulations that inhibit adolescent behavior in libraries (Chelton 1985, p. 24).



*Free Equal Access v. Fees.* The debate about free library services versus fees for certain services is well documented in library literature. Proponents of fees point out that libraries have always levied fees in the form of fines and rental of some materials, particularly recent best-sellers. Recently, rental of videotapes and art prints, charges for copying, and use of microcomputers have been added to fees imposed in libraries. The current debate centers on charges for interlibrary loan, online database searching, and access to electronic sources of information.

The library community asserted its support of free library service in the recommendations of the 1976 White House Conference on Libraries and Information Services (National Commission on Libraries and Information Services 1980, p. 42). The American Library Association advocates free library service for all. In spite of these professional positions, however, library patrons continue to be charged fees, and this represents a significant barrier between young library users and access to information. While public libraries levy more fees than school libraries, the rising costs of providing some essential information services affects access to information in schools. Although fees are not commonly charged in schools, economic concerns are often the deciding factor in whether or not to provide such information services as online database searching.

The subtle shift in attitudes toward libraries as institutions of free access to information to libraries as institutions where some information is free and some costs, is brought sharply into focus in a 1986 issue of *Collection Building* devoted to the fee *v.* free debate ("Fees for Library Service 1986). Even the title of the National Commission of Libraries and Information Science (NCLIS) report included in the issue, "The Role of Fees in Supporting Library and Information Services in Public and Academic Libraries," indicates the emerging position of the library community (Moon 1986, pp. 51-53). The debate continues but without direct input from school librarians and public librarians serving youth; no youth services librarian served on the review panel preparing the NCLIS report (NCLIS 1986). School library media centers generally have not been part of a discussion of fees.

Miller observed that "school and public library youth specialists need to be included in the national debate on all aspects of the development of library and information services that will affect young patrons (Miller 1986, p. 44)." Youth services librarians must be included, not just for the often used pragmatic reason that young people will affect "public library adult departments and college libraries tomorrow," but because youth are persons with information needs today.

How much fees represent a factor in information access in schools is unknown. Statistics about fee use in school libraries are not readily available. The studies used by NCLIS were almost exclusively about academic and public libraries. Only one study even mentioned school libraries, and of 985 libraries surveyed, only six were schools. The 1981

ALA Office for Research study results indicated that fees were charged in three of the six schools (NCLIS 1980, p. 13). Discussions about database searching and interlibrary loan address the issue of the costs of the services but do not directly address how often fees are used to resolve the cost issue.

Underlying this fee *v.* free debate are some serious questions about the purposes of the library as a "forum for information and ideas." Creeping into the debate are questions of graduated fee schedules by type of user and judgments about the uses to which information will be put. Are these authors suggesting that librarians make judgments about users' ability to pay, about the uses and benefits to be accrued from certain information, and the needs of certain information users? A case in point was posited by Lillian L. Shapiro in her reaction to the NCLIS document. Shapiro suggested that a "specialized high school like the Bronx High School of Science in New York has information requests more demanding than those at the High School of Performing Arts. And both of those have research needs that outstrip almost anything demanded at the average neighborhood high school (Shapiro 1986, p. 54)." Shapiro argued that "institutions with special needs could be given additional support for vital research taking place there (Shapiro, p. 55)." Her political argument reflects the widespread negative attitude toward the value and worth of research by young adults and the amount of support the adult decision-makers are willing to provide for the information needs of young adults. Such thinking illustrates the pervasive attitudes that young people do not have serious research needs, that the use of library resources must result in some tangible benefit to society, and that young people do not make a contribution with their research. The political content of these arguments clearly favors adult needs, the needs of serious researchers, and the needs of young adult researchers in serious high schools, but dismisses as less significant the information needs of the teachers and learners in the "average neighborhood" high school (Shapiro, p. 55).

Continuing this elitist discussion with its value of research-interests hierarchy, Shapiro stated that: "The scholar, however, whose research may have far-reaching benefits and who is usually not affluent, needs support and freedom to pursue the necessary information wherever it is." Shapiro concluded that "each library will have to decide whether to have fees at all and if so, they should exempt certain users from them (Shapiro, p. 55)."

Librarians should not have to make judgments about the value of an information need, or of the client, or of the uses of the information. When the Library Bill of Rights states that: "Books and other library resources should be provided for the interest, information and enlightenment of all people of the community the library serves (ALA 1983, p. 14)," it does not imply judgments about the value of the interest or information need, nor does it distinguish among enlightenment, information, or merely interest.

"There are obvious differences separating the functions of academic, public, school, and special libraries. Those differences are related to the maturity and educational background of the community being served plus the kind of information being sought (Shapiro 1986, p. 55)." Does this argument imply that educational background and maturity are used or should be used to determine whether information should be free or fee-based? Perhaps so, since Shapiro continued by pointing out that "reaching a decision about investing in new technology and in charging for the service should be influenced by how that information is to be applied (Shapiro 1986, p. 55)." Persons concerned with information access for youth need to focus on how to provide free access and not on making decisions about how the assignment of fees will be determined.

*Networking and Interlibrary Loan.* While interlibrary loan is accepted as ordinary library service for adults, youth do not receive the same access to the service. In some public libraries, interlibrary loan service by young people is discouraged and in other libraries it is just not available (Chelton 1985, p. 25).

It is difficult to determine the extent of school library media program participation in networks. Since 1978 when the National Commission on Libraries and Information Science published "The Role of the School Library Media Program in Networking," school libraries have been encouraged to participate in networking (NCLIS 1978). But by 1982 only thirty-seven states reported some form of enabling legislation for school participation in networking arrangements. Even with enabling legislation, the decisive factor appears to be whether the individual school or school district chooses to participate (Immroth 1983). Berglund stated that: "Some school librarians are active members of multi-type library networks, but many don't know what networking is all about (Berglund 1986, pp. 56-57)." Berglund described successful network participation by schools in New Jersey and Alaska. School libraries participate in networking in several states including Colorado, Indiana, Minnesota, Pennsylvania, Illinois, and Wisconsin, but the percentage of participation by individual school within these states is not known (Immroth 1983). Even so, full participation is not always readily offered as Neumann reported in her discussion of availability in New York of interlibrary-loaned resources. There, referral beyond the state library is limited to persons over age eighteen, and requests for materials must be accompanied by a statement indicating a specific and serious research need (Neumann 1983).

Interlibrary loan agreements are frequently designed in the context of how a school will be allowed to participate so that their sheer numbers will not overwhelm the network. Missing from most discussions is the recognition that school libraries have much to bring to a library network. Miller pointed out the limited overlap between school

collections and other library collections (Miller 1986, p. 44). Where school library participation in networking exists, Neumann says that a "balanced two-way loan is also growing between school libraries and public libraries and between school libraries and academic libraries (Neumann 1983, p. 146)."

Although reporting about elementary schools, a recent study provides evidence that schools are participating in sharing resources. Of the school librarians reporting, 77 percent provide information or materials from sources outside the library media center and 36 percent provide such services regularly (Loertscher et al. 1987). From this evidence then, one might conclude that secondary schools are also participating in sharing resources. Since one of the barriers to information access is the local collection, librarians are able to expand available resources by becoming active participants in networking.

*Subject Access.* While the intricacies of cataloging provide endless hours of mental exercise for librarians—the results of such mental machinations fill volumes of library literature—the mystery of the catalog still remains a major barrier between the user and the information need of the moment. Although well-known catalog reformer Sanford Berman has been an unstinting advocate of plain language subject cataloging, the library community now approaches the advent of technology driven online catalogs with issues unresolved and the obscure language intact. Detlefsen discussed the library catalog as a "comfortable access" tool to which patrons "ascribe...magical properties which the professionals who provide and care for it know to be inaccurate and misleading." Patrons believe the catalog to be the "key to the library's collections and to the universe of available knowledge (Detlefsen 1986)." As a result, efforts must be made to make the catalog as accessible as possible.

Criteria used in cataloging and classification should reflect the purpose of a catalog—i.e., to satisfy the need for access related to the information needs of the population served. The fundamental principles or objectives of a catalog are intelligibility, findability, and fairness (to material and topic) (DeHart and Meder 1986). To meet the needs of users, accessibility could be expanded by assigning subject headings based on age, grade, reader interest levels, literary genre, physical form, developmental values, themes, uses for materials, multicultural designations—including the disabled—sex roles, ethnic groups, and library and media awards (DeHart and Meder 1986). DeHart and Meder questioned whether there are "bonafide user needs on the local level which can be met only by departing from national level cataloging (1986, p. 85)." In schools, at least, the answer is obvious. Taylor pointed out that with changes in curriculum, the move from textbook-based teaching to resource-based learning, and a greater emphasis on research skills, the library catalog has become an impediment to learning. While

the curriculum has changed, the catalog has remained the same (Taylor 1984). Because of time constraints, curriculum-specific subject headings are rarely added to school library media center catalogs. In addition to catalogs that do not begin to meet the needs of youth in relation to the curriculum, catalogs also do not meet personal needs (Liesener 1985, p. 20). Berman pointed out that "subject access to material by, for, and about teenagers is scandalously bad." Catalogs typically do not contain specific enough headings to reflect adequately the content of materials of interest to young adults (Berman 1986, p. 311).

To solve these problems, proposals to change the basic indexing system have been made. For example, Taylor suggested an indexing system called PRECIS (PRE-served Context Index System) that would "permit both the degree of specificity and the use of natural language in context that ensure intelligibility, predictability, and therefore, satisfaction for the school library user (Taylor 1984)." However, Berman does not suggest adopting alternative systems such as PRECIS. He suggested fixing and not replacing. Berman does not advocate destruction of Library of Congress Subject Headings even though substitutes might be:

"theoretically" purer and intellectually more appealing, because (1) most new systems—like PRECIS—would not mesh into existing files; (2) split files are anathema to maximum catalog use; (3) substitute schemes would still be no more effective than the people who apply them; and (4) all types of American libraries have an incalculable investment in an existing scheme like LCSH (Berman 1986, p. 21).

Expanded subject cataloging, in spite of the time involved, seems to be the recommended solution to subject barriers.

Loertscher discussed Woolls's national study on the uses of technology in the administration of school library media programs. One recommendation was that "stand alone online computer catalogs be investigated as one substitute for traditional card catalogs (Loertscher 1983)." Although librarians have touted the advent of the online catalog as a solution to the access problems of library patrons, inaccessible limited catalogs are still inaccessible catalogs whether they are electronic or card. In fact, one could argue that inaccessibility compounds itself in an electronic setting. Taylor cautioned that the illusion that technology will enable us to provide (create) the perfect catalog might lead to further patron frustration (Taylor 1984).

*Preselection Censorship.* One of the most pervasive limitations on access to information takes the form of preselection censorship or self-censorship by librarians. Hentoff described self-censorship as "the easiest way to avoid trouble. No one's watching. Certainly not the press. There's no way they'll know about it (Hentoff 1983, p. 91)." According to Hentoff—and freely admitted by librarians—self-censorship is widely practiced. Hopkins reported that youth division library leaders and state department officials identified self-censorship as one of the most signifi-

cant intellectual freedom issues (Hopkins 1984). Chelton also indicated that self-censorship is a problem and observed that "concern over literary quality rises in direct proportion to alarm over content (Chelton 1985, p. 25)." While age, maturity level, and mental ability of the child may affect the extent to which constitutional rights can be upheld or enjoyed, the Supreme Court said in *Tinker v. Des Moines*: "In our system, students may not be regarded as closed-circuit recipients of only that which the State chooses to communicate." Students and teachers do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate (*Tinker v. Des Moines*, 739, 736).

In spite of what the courts have said, librarians continue to apply personal values and views in the selection of resources. One of the unfortunate results of the widespread publicity surrounding attempts to restrict access from outside the library community is the amount of intimidation and fear that has been instilled in librarians. An immediate and direct result of that fear is selection based on something other than criteria related to the needs of the library user. More often than not, selection is based on a perception of what is likely to cause the least difficulty for the librarian. Robotham and Shields pointed out that:

We, the librarians, do a good deal of censoring, and it is all the more insidious because it is not easily detectable. There have been two noteworthy studies made by librarians on the unprofessional activities in the acquisitions of materials that lead to censorship. These studies make it clear that librarians, in fear of losing their jobs, and being somewhat timid and wishing to avoid controversy, betray their professional responsibility to provide materials. Instead they avoid acquiring certain materials, or remove those which they feel certain members of their community might object (Robotham and Shields 1982, pp. 71-72).

Even when not removed from the library, allegedly offensive resources are frequently put on closed shelves or in restricted collections where access is limited. At times catalogs provide notations about the location of these materials, but at other times no mention is provided about the existence of the closed collection effectively assuring that no user will ever locate the material (Robotham 1982, p. 73). Unfortunately, the materials most likely to be sequestered are the materials of greatest interest to young adults and most likely to be sought by them in libraries; for example, sex, suicide, and other youth problems considered sensitive by adults. One suspects that no amount of persuasion will convince censorious librarians to change their ways given the current climate of restriction in society. However, just considering the question of access might highlight the importance of young adult access to resources and lead librarians to move resources already in the collection from restricted to open shelves.

*Availability of Library Resources and Services.* Every discussion of access barriers is set in the context of existing libraries and library services. However, the major barrier to information access for young

adults is, of course, ready access to a library in the school and a public library in the community staffed by youth services specialists. Preliminary results from the 1985-86 U.S. Department of Education show that only 93 percent of the over 78,000 public, elementary, and secondary schools have a media center. In eleven states all schools have media centers, but in other states only 50 percent have media centers. Of these school library media centers, 79 percent are served by library media specialists (Aaron 1987). Also, in public libraries, staffing contributes to lack of access to library resources.

## CONCLUSION

As early as 1978, Braverman warned that "to guarantee equal access to resources, the changes in the world around us require public policy revisions and decisions which, although heavily debated in the literature, are hardly being implemented with the same decisive speed as the application of technological innovation (Braverman 1978, p. 94)." Baker predicted that "mandatory equality of access to education will eventually be judicially interpreted to mean equal access to information as well, decisions which will affect public as well as school libraries and force the two institutions to face giving children and young people access... (Braverman 1978, p. 97)." While Baker's prediction has not yet come to pass and technological innovation is moving at greater speed, the issue of access barriers is still unsolved. Individual librarians working with youth in school and public libraries must assume an advocacy position, must demand representation on policy-making groups, and must raise awareness of information needs of youth. Librarians serving youth must come to grips with the fact that access restrictions by age are in violation of the Library Bill of Rights.

Librarians need reminding that information-seeking patterns are formed during young adult years. Whether in school library media centers or in public libraries, expectations about where to locate information and how to find answers to questions are formed during young years. If the library is not viewed as a place of answers then, how do adults assume that the library will be viewed as a place of answers when adulthood is reached? If, for no other reason than to develop lifetime information-seeking behavior, one would assume that more interest should be paid to removing access barriers and providing solutions to the information needs of the young.

The current attention to critical thinking in schools affords an excellent opportunity for school librarians to help provide intellectual access through integration of information skills with curriculum. Since arguments about the importance of access for youth—e.g., because youth become adult library users—have been ineffective, perhaps the time has come to start proclaiming the honest reason for removing access barriers to youth. Youth are persons with information needs just as significant as the information needs of adults.

Just as access to ideas makes it possible for citizens generally to exercise their rights of free speech and press in a meaningful manner, such access prepares students for active and effective participation in the pluralistic, often contentious society in which they will soon be adult members (*Board of Education v. Pico*).

Finally, librarians serving youth would benefit from the guidance provided in the Interpretation of the Library Bill of Rights, "Access to Resources and Services in the School Library Media Program."

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society (American Library Association 1986).

## REFERENCES

- Aaron, Shirley L. 1987. "Selected Studies About School Library Media Programs, Resources and Personnel." In *School Library Media Annual 1987*, edited by Shirley L. Aaron and Pat R. Scales, pp. 309-21. Littleton, CO: Libraries Unlimited.
- American Library Association. "Positions and Public Policy Statements." *ALA Policy Manual*. Chicago, IL: p. 50.4.
- American Library Association. 1986. "Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights." Chicago: ALA, 1986.
- American Library Association. 1983. *Intellectual Freedom Manual*, 2d ed. Chicago, IL: ALA.
- Berglund, Patricia. 1986. "School Library Technology." *Wilson Library Bulletin* 60 (June), pp. 56-57.
- Berman, Sanford. 1987. "The Terrible Truth About Teenlit Cataloging." *Top of the News* 43 (Spring), pp. 311-20.
- Berman, Sanford. 1986. "Proposal for Reforms to Improve Subject Searching." In *Improving LCSH for Use in Online Catalogs*, edited by Pauline A. Cochrane, pp. 121-22. Littleton, CO: Libraries Unlimited.
- Board of Education v. Pico, 102 S.Ct. 2801.
- Braverman, Miriam. 1978. "Literature on Problems of Access in Libraries." In *The Information Society: Issues and Answers*, edited by E.J. Josey, pp. 94-109. Phoenix, AZ: Oryx Press.
- Charter, Jody. 1987. "An Open Invitation? Access to Secondary School Library Media Resources and Services." *School Library Media Quarterly* 15 (Spring), pp. 158-60.
- Chelton, Mary K. 1985. "Issues in Youth Access to Library Services." *School Library Media Quarterly* 14 (Fall), pp. 21-25.
- Commission on Freedom and Equality of Access to Information. 1986. *Freedom and Equality of Access to Information: A Report to the American Library Association*. Chicago, IL: ALA.
- DeHart, Florence E., and Meder, Marylouise D. "Cataloging Children's Materials: A Stage of Transition." In *Cataloging Special Materials: Critiques and Innovations*, edited by Sanford Berman, pp. 71-97. Phoenix, AZ: Oryx Press.
- Detlefsen, Gay. 1986. "Cataloging Government Publications: An Access Perspective." In *Cataloging Special Materials: Critiques and Innovations*, edited by Sanford Berman, pp. 151-58. Phoenix, AZ: Oryx Press.
- "Fees for Library Service: Current Practice & Future Policy." 1986. *Collection Building* 8.



- Hentoff, Nat. 1983. "Censorship Did Not End at Island Trees: A Look Ahead." In *New Directions for Young Adult Services*, edited by Ellen V. LiBretto, pp. 81-92. New York: Bowker.
- Hopkins, Dianne McAfee. 1984. "Censorship of School Library Media Materials and Its Implications, 1982-1983." In *School Library Media Annual 1984*, edited by Shirley Aaron and Pat R. Scales, pp. 9-22. Littleton, CO: Libraries Unlimited.
- Immroth, Barbara. 1983. "Networking and the School Library Media Program." In *School Library Media Annual 1983*, edited by Shirley L. Aaron and Pat R. Scales, pp. 410-29. Littleton, CO: Libraries Unlimited.
- Liesener, James. 1985. "Learning at Risk: School Library Media Programs in an Information World." *School Library Media Quarterly* 14 (Fall).
- Loertscher, David V., et al. 1987. "'Exemplary Elementary Schools' and Their Library Media Centers: A Research Report." *School Library Media Quarterly* 15 (Spring), pp. 147-53.
- Loertscher, David. 1983. "Microcomputer Technology and Library Media Specialists." In *School Library Media Annual 1983*, edited by Shirley L. Aaron and Pat R. Scales, pp. 397-409. Littleton, CO: Libraries Unlimited.
- Mancall, Jacqueline C., et al. 1986. "Educating Students to Think: The Role of the School Library Media Program." *School Library Media Quarterly* 15 (Fall), pp. 18-27.
- Miller, Marilyn. 1986. "The Impact of Fees on School Library Service." *Collection Building* 8, p. 44.
- Miller, Marilyn. Unpublished Manuscript, American Association of School Librarians, printed in Special Committee, appendix A, p. A-1.
- Moon, Eric. 1986. "Accepting the Inevitable." *Collection Building* 8, pp. 51-53.
- Moshman, David. 1986. "Editor's Notes." *New Directions for Child Development* 33 (Fall), pp. 1-38.
- National Commission on Libraries and Information Science. 1986. "The Role of Fees in Supporting Library and Information Services in Public and Academic Libraries." *Collection Building* 8, pp. 3-17.
- National Commission on Libraries and Information Science. 1978. "The Role of the School Library Media Program in Networking." Washington, DC: USGPO.
- National Commission on Libraries and Information Services. 1980. *White House Conference on Libraries and Information Services-1979: The Final Report*. Washington, DC: NCLIS.
- Neumann, Joan. 1983. "Library Resource Sharing for Youth: The INTER-SHARE Network." In *New Directions for Young Adult Services*, edited by Ellen LiBretto, pp. 141-50. New York: Bowker.
- Robotham, John, and Shields, Gerald. 1982. *Freedom of Access to Library Materials*. New York: Neal-Schuman.
- Shapiro, Lillian. 1986. "Keeping Up with the Joneses." *Collection Building* 8, p. 54.
- Special Committee on Freedom and Equality of Access to Information. 1987. "Interim Report." Unpublished manuscript.
- Taylor, Audrey. 1984. "But I Have Promises to Keep—PRECIS, an Alternative for Subject Access." In *Subject Cataloging: Critiques and Innovations*, edited by Sanford Berman, pp. 75-90. New York: Haworth Press.

---

# Networking in Pennsylvania: Technology and the School Library Media Center

DORIS M. EPLER

---

THE NATIONAL COMMISSION ON Libraries and Information Science defines networking as "a formal arrangement whereby materials, information, and services provided by a variety of types of libraries and/or other organizations are made available to all potential users (Woolls 1986, p. 44)." While many school libraries are currently involved in various types of informal resource sharing networks, the more formalized arrangements are just beginning to emerge.

Pennsylvania school libraries entered networking in the early 1980s with the birth of ACCESS PENNSYLVANIA, an agenda for information and knowledge through libraries. This agenda presented two challenges to the State Library of Pennsylvania involving school libraries. The first charge was to integrate online searching into the school library media curriculum. The second focused on bringing schools into the resource sharing network. The staff of the Division of School Library Media Services (SLMS) was given the responsibility to coordinate the efforts and create the networks needed to bring about the accomplishment of these two tasks.

## CHARGE ONE: ONLINE SEARCHING

In 1982, SLMS initiated a series of workshops designed to assist school librarians in becoming computer literate. These activities helped the participants overcome their fear of microcomputers and become aware of the impact technology could have on school library services.

During this same time period, the Pennsylvania Department of Education (PDE) was operating a resource center which conducted online searches for Pennsylvania educators on a no-cost basis. When school districts were required to participate in long-range research-based planning, the demand for these services began to escalate dramatically. However, the staff at the state level was decreasing each year. On

the one hand there were school librarians eager to get involved in technology, while on the other the demand for online services from the state was becoming more difficult to meet. A further analysis revealed that many school libraries were experiencing difficulty in maintaining collections which were truly responsive to their students' needs. As a result, SLMS staff determined that a statewide network of school libraries with access to online databases could address these needs. Therefore, LIN-TEL (Linking Information Needs—Technology, Education, Libraries) was created (Epler 1987).

Potential LIN-TEL members had to be identified as easily as possible, so a review was made of the Title IV-B files to locate schools that purchased microcomputer equipment which could be used for online searching. In addition, the rosters of the microcomputer workshops were cross-referenced in an attempt to identify school librarians who would be willing to get involved in the project. Contacts were then made with these two groups so that the LIN-TEL network could be initiated as quickly as possible.

The local educational agencies had to make certain commitments in order to participate in LIN-TEL. First they had to agree to provide all the necessary hardware. While many schools did not hesitate to agree to buy the needed equipment, some were reluctant to place phone lines in the school library. However, they consented once they understood that access to online databases located at remote locations was impossible without phone lines. In addition, the local educational agencies had to agree to allow the librarian to attend training workshops and user meetings as deemed necessary by the SLMS staff.

The State Library agreed to pay all expenses for training school librarians for online searching. This included travel, lodging, food, instructors, and training materials. After the school librarians were trained, they each received passwords to access BRS (Bibliographic Retrieval Services) and an account for online charges. The individual LIN-TEL members had to agree to attend the training sessions, conduct searches as part of the school library services, and to integrate online searching as part of the school library media curriculum.

A great deal of attention was given to establishing the support system for the LIN-TEL members. Three-day training sessions were conducted to teach members how to search online and how to use database guides. Each member was given a packet of searching assignments designed to develop searching competency from simple to more complex. After each assignment was completed, the participant had to mail all of the output to the SLMS staff. These were corrected by SLMS online searching specialists, recommendations were made to improve the searching results, and the assignments were mailed back to the participants. Sometimes telephone calls were made if it was necessary to discuss strategies and ideas in greater depth. And, in a few cases, further training had to be planned for the searcher.

A LIN-TEL newsletter, which includes helpful searching hints, training announcements, success stories, and lots of how-to information, is published several times annually. Two user meetings are conducted annually where participants receive advanced training, preview various related products, and develop online searching curriculum.

Members can contact one another through the electronic mail system which is part of BRS. Occasionally, SLMS conducts a contest by placing messages on the mail system and awarding additional searching monies to the first several respondents. This has encouraged school librarians to check their mail boxes each day.

After the LIN-TEL network was in place about two years, it became obvious that a curriculum guide was needed in order to help school librarians integrate online searching into classroom discipline areas. A committee was formed and the resulting document, *PENNSYLVANIA ONLINE: A Curriculum Guide for School Library Media Centers* (1985), was published. This guide provides advice on online management, a scope and sequence of student competencies and expected outcomes, and sample lesson plans (Epler 1986). The document has proven to be invaluable to school librarians by providing them with the information they need to work with other faculty members and administrators involved in the integration process.

In order to recognize the students who were involved in the program, the "Outstanding Student Searcher Contest" was created. Each LIN-TEL site is encouraged to conduct an online searching contest at the local level and choose the best to enter into the statewide contest. The SLMS staff then reviews the entries and chooses the three outstanding searches. These students and their librarians are SLMS's guests at the Pennsylvania School Librarians Conference where a run-off contest is held. The students receive trophies, small cash awards, and certificates. The school librarians receive the honor of watching their students participate and listening to their students' speeches at the awards banquet. It is obvious that the students who participate in this contest have a different image of their school library and their school librarian than other students may hold. Their remarks indicate that they believe that their library is a place that is exciting and on the cutting edge of technology and that their librarian is responsible for turning them on to the power of all types of information resources.

Of course, interlibrary loan (ILL) is an important part of any online searching program. And, realizing that none of our school libraries had every journal cited in the databases which the students would be accessing, an ILL network was formed. Three universities—Mansfield, Clarion, and Millersville—each received small contracts to provide copies of journal articles that were requested by students. The universities believe that this will help to improve their image by building better relations with prospective students.

Each LIN-TEL site is required to keep logs of the searches conducted. Information such as the database searched, the topic of the search, online costs, and whether or not document retrieval was necessary is collected. The universities keep records of what types of articles were requested and the journals used. BRS provides SLMS with usage reports which indicate what databases were used, the costs involved in individual searches, and the running totals of each member. All of this data is helpful to SLMS staff in making managerial decisions.

Technology has now made it possible to provide alternatives to online searching. These include single disc databases, commercially produced database programs, locally produced databases, word processing programs, electronic bulletin boards, regional online databases, and compact laser discs (Wheeler 1987, pp. 28-32; Morabito 1986, pp. 6-19). Of course, each one of these have strengths and weaknesses which must be examined carefully before a decision is made regarding replacing online searching with an alternative. Careful consideration must be given to the philosophy, goals, and objectives of the curriculum in order to be certain that whatever method is used, the students will be able to develop the searching behaviors desired.

Recently, Constance Clayton, superintendent of the Philadelphia School District, has provided all thirty-eight city high schools with online searching equipment and funds to access online databases. This came about as a result of the State Library's inclusion of four of those schools in LIN-TEL. Clayton was so impressed by what online searching offered the four pilot schools that she felt all high school students deserved to have this type of resource at their fingertips. Currently, there are 188 LIN-TEL members, of which 66 represent schools that have institutionalized the concept after being on the state supported network for three years. The future of LIN-TEL depends largely upon its continued success, funding strategies, and the impact that emerging technologies may have on accessing information online.

## CHARGE TWO: RESOURCE SHARING

Resource sharing was much more difficult to achieve than integrating online searching into the school library media curriculum. Before the first pencil stroke could occur on the planning document, data needed to be gathered to determine the status of library media programs in Pennsylvania. Blanche Woolls and Scott Bruntjen were hired to assess the status of school library collections and the level of overlap. After these data were analyzed, the staff of the State Library met to develop a "wish list" of things that they hoped a resource-sharing program would achieve.

After careful consideration, the SLMS staff recognized that the project could have far-reaching impact on school library media programs. The project's objectives were identified as follows:

1. to improve each student's information-management skills;

2. to increase access to information by students and teachers;
3. to improve the management of the school library;
4. to promote effective use of resources in school, public, and academic libraries, by developing machine-readable records of high school catalogs;
5. to create a union catalog which contains information about school, public, and academic libraries;
6. to provide access to such a catalog in a cost-effective manner (Bocher 1985); and
7. to establish a network to share resources.

In order to accomplish this list of objectives, information about the high school collections had to be recorded into a standard format which could be read electronically. This format is known as MARC—Machine Readable Cataloging. The process of changing current card catalog records to MARC is called retrospective conversion.

Schools across Pennsylvania were looking for ways to automate the many time-consuming library functions—such as cataloging and circulation—so that librarians could use their special skills to work directly with teachers and students. Therefore, it was vital that whatever process was chosen to bring school libraries into the resource-sharing network, school librarians would not have to spend endless hours at microcomputers keying in data about their collections for either the union catalog of holdings or for library management functions.

The vehicle chosen to access a union catalog needed to be easy to use and cost-effective. After looking at microfiche products it was determined that this was not the proper technology since:

1. most people do not like to use microfiche;
2. microfiche can only be searched in a linear fashion;
3. microfiche equipment cannot be used for other purposes;
4. it eliminates the power of the microcomputer to find information;
5. it does not permit interaction by the user;
6. other states had established precedents of moving toward electronic catalogs; and
7. publishers were moving toward the compact laser disc.

WORM (Write Once Read Many) was considered but was discarded since:

1. the pressing costs were prohibitive;
2. the equipment is extremely expensive;
3. it has less disc capacity than the CD-ROM (Compact Disc Read Only Memory);
4. the reliability was unpredictable; and
5. publishers were not using the large platters.

CDI (Compact Disc Interactive) was eliminated rapidly since we felt that the technology is an answer looking for a question rather than a solution for our problem.

A CD-ROM disc is 4.72 inches in diameter and is capable of holding 250,000 pages of information or 540 to 600 megabytes of user data. It was first developed for digital-audio playback. The CD-ROM disc is produced by replicating a master disc which is initially expensive. Replication, however, is inexpensive. CD-ROMs can be searched at the local level by using a microcomputer with a compact laser reader attached which eliminates the high costs of accessing such information online. And the equipment used to access the compact laser disc can be used for other library functions.

Before Pennsylvania issued its first vendor RFA (request for application), both retrospective conversion vendors and vendors of library management software packages were invited to Harrisburg for a meeting to discuss ACCESS PENNSYLVANIA. At this time, the staff of SLMS shared with the vendors the goals and objectives of the program as well as the criteria which vendors would have to meet in order to be able to participate in the project. This "cleared the air" and helped the vendors understand what Pennsylvania needed in order to achieve its goals. In addition, a panel of school librarians was given an opportunity to share their concerns regarding the inability of the software management packages, which were available at that time, to meet the needs of the average Pennsylvania school library.

Four RFAs were then announced: (1) a request for a consultant to serve as the project advisor, (2) a request for a vendor to accomplish the retrospective conversion activities, (3) a request for a vendor to produce the compact laser disc union catalog, and (4) a request for school, public, and academic libraries to participate by submitting their collections for inclusion in the union catalog.

After the RFAs were received and evaluated, Joseph Matthews and Joan Frey Williams (now with INLEX) were chosen as the project's first-year consultants. These people helped the SLMS staff examine the various technologies, design a quality control process, and develop evaluation tools to be applied when reading and ranking the proposals which were submitted by retrospective conversion vendors and producers of compact laser discs.

Brodart, Inc., Williamsport, Pennsylvania, was chosen as the vendor to do both the retrospective conversion and the production of the compact laser disc union catalog. The specifications which Brodart had to meet were extremely complex and very detailed. But the process which involved school libraries had to be very simple. Brodart drives to each participating school, helps the librarian pack up the shelflist, and takes it to their Williamsport plant. Their staff then inputs each school's data and creates a nine track MARC tape of that library's collection. Each school then receives a copy of their own nine track

MARC tape for use as input to their library management systems. Currently, both Follet and Winnebago have the capability of stripping records from the nine track MARC tapes, inserting bar codes, and transferring the necessary data to floppy discs which librarians can then use as input into their circulation systems. This results in the saving of hundreds of hours that librarians would ordinarily have to spend keying data into library management systems.

Copies of all tapes produced are also sent to the State Library and to the state's technology consultant, James Fogarty of Intermediate Unit 29 in Marlin, Pennsylvania. Fogarty, in concert with catalogers from Mansfield University, then checks the tapes to ascertain that they represent the established acceptable error rate of .01 percent. If this rate is exceeded, Brodard must rekey the entire shelflist involved. Brodard then delivers the shelflist to each school. Despite the fears of the school librarians as they saw their shelflists leave the premises, all shelflists were returned safely.

Fogarty's staff also provides telephone support; assistance in preparing system specifications; reviews new products, statewide training programs, and statistical analysis reports; and coordinates the additions, changes, and deletions to the database.

Brodard was also required to develop the software which would allow the CD-ROM to be searched by title, subject, author, location, or any word. The any word input capability adds tremendous power to the searching process since all fields in the record, with the exception of the notes field, are indexed. Therefore the searcher does not need to know the full title of an item or the author's full name in order to find materials. Key words can be used to find materials which ordinarily would be impossible to locate by using the typical card catalog.

The schools who joined the project the first year can certainly be considered "pioneers." Many of their concerns had to be satisfied with a "we are not sure" response. Now, however, an extensive support system exists to handle any and all questions.

Schools may submit applications to join the project in one of three ways. They may:

1. create a consortium that includes at least one public or nonpublic high school library together with a public and/or academic library which already has nine track MARC tapes;
2. join an already existing consortium; or
3. develop a consortium of at least two public school districts.

The project pays for the retrospective conversion of records from public and nonpublic high schools, combined junior/senior high schools, or the junior/senior collection from a K-12 library. Schools must submit an original and five copies of their applications by a preestablished date which is strictly adhered to by SLMS staff.



After the proposals from schools have been received, they are reviewed by a committee of State Library staff and outside readers. All applications are judged according to the following criteria:

1. Joint preparation. The application must show evidence that it was jointly prepared by all of the participating libraries. It is important that all libraries involved understand what commitments they are making in the areas of finance and resource sharing. It is more likely that libraries will not be "surprised" by anything if they participate as full partners in the preparation of the application.
2. Resource sharing. The application must include a plan to share materials among its members. This plan should be realistic and demonstrate a dedication to resource sharing by supporting the Interlibrary Loan Code of Pennsylvania.
3. Delivery system. The plan to deliver shared materials will be judged on efficiency and responsiveness to interlibrary loan requests. Time lines should be appropriate and conditions for meeting these time lines should be realistic.
4. Goals and objectives. The stated goals and objectives must include resource sharing, library management, how the CD-ROM disc will impact instruction, how the related information-management skills will be integrated into the curriculum, and how teachers will be serviced. These goals and objectives should clearly demonstrate that schools understand the full impact that the CD-ROM union catalog will have on their curriculum and their school library services.
5. Multiyear plan. The application must contain a multiyear plan which includes how the MARC records will be used by the schools for instruction and for library management activities. Schools receive generous time lines to have all equipment in place in order to access the CD-ROM disc and implement an automated library management system. This helps schools spread out their expenses over a two-year period.
6. Database maintenance. The application must contain a plan regarding how the schools will maintain the MARC database after the collections are converted. Currently many schools are merely sending their new shelflist cards to the technology center for updating. It may soon be possible to update records online. In addition, book vendors can provide their customers with nine track MARC tapes which will completely bypass the necessity of sending shelflist cards back and forth.
7. Cataloging and technology experience. Information about the local director's experience in cataloging and classifying library resources, as well as the director's computer experience must be included. This requirement was included for two reasons: (1) SLMS staff needed to have access to the school librarian who was familiar with the collection being converted rather than an administrator who would not

- understand cataloging, and (2) in order to design the training necessary it is important to know the level of computer sophistication that each school librarian has been able to attain.
8. Collection development policies. The application must contain a copy of each school's collection development policy which includes how materials are selected for the collection, procedures used to challenge materials, weeding procedures, and other criteria used to measure responsiveness of the collection to the curriculum. Information about the date when each school's collection development policy was school board approved must also be supplied. This criteria has helped administrators to understand the importance of establishing good school library policies and practices. Many policies have recently undergone extensive revision in order to reflect the current services and practices of school libraries.
  9. Inventories and weeding. Information which includes the dates when the collection of each library was last inventoried and weeded must be supplied. Points are deducted for each year before the current year that any of the collections were weeded. It was surprising to find out that some school administrators did not understand the importance of keeping collections current. This criterion has helped many school librarians receive extra time to perform the functions involved in doing inventory and weeding. In addition, it is heartwarming to see the "junk" coming off the shelves of our school libraries.
  10. Shelflist conditions. Forty points are awarded if each school library in the consortium has reviewed its shelflist to ensure that each card contains at least main entry, complete title, publication date, and publisher. Eight points are deducted for each school library that has not met these criteria. These criteria do place an extra burden on the school librarian but when shelflists reflect at least this minimal information, costs decrease dramatically and fewer duplicates are found in the union catalog.
  11. Other activities. The application should contain information about other activities, resources, services, and/or facilities which will contribute to the overall goals of the project. This criterion gives schools an opportunity to brag about the good things that are already happening in their libraries and provides the RFA readers with insight into the basic philosophy of that particular school library.
  12. Budget. Budget information by individual library as well as a total for the consortium must be supplied. However, forms are provided to make this task more manageable. This information is needed so that SLMS will be able to make total project budget calculations as rapidly and accurately as possible.

The State Library compensates the vendors directly for retrospective conversion and union catalog costs. Participating libraries may contract with the same vendor to have collections not included in the

applications converted into MARC format. Schools may also choose to pay for their own retrospective costs thereby getting into the project without having to submit an application. They must, however, abide by all of the requirements established for project members. No project funds are available to purchase equipment or library management software. While no funds are spent to convert the collections of non-school libraries, the State Library pays the costs involved in stripping their MARC records from tapes previously created and adding them to the union catalog on CD-ROM disc. The project was funded as follows:

Year 1: \$200,000 LSCA	
Year 2: \$200,000 LSCA	\$200,000 State Monies
Year 3: \$200,000 LSCA	\$350,000 State Monies
Year 4: \$250,000 LSCA	\$500,000 State Monies

The 1987 CD-ROM disc holds 1,000,532 unique records from more than 200 school, public, and academic libraries. By September 1988 another 120 library collections will have been added to the database.

The hardware that is used is a microcomputer interfaced with a CD-ROM disc drive, a hard disc drive, a monitor, and a printer. It is recommended that it also have the capability of interfacing with a modem for future operations. The computer should be MS-DOS compatible and there should be enough expansion slots to allow the peripherals to connect. The computer should have 640K of memory and the hard disc drive should have a minimum capacity of 20 megabytes. There should be at least one floppy disc drive and a printer port. And, of course a printer with a parallel device. The monitor may be monochrome or CGA color. The CD-ROM laser disc drives utilize a 4.72 inch laser disc which are in the Sony/Phillips format. Because of the increased size of the database, two CD-ROMs are now needed to hold all the data. Therefore, two CD-ROM drives must be connected to the microcomputer.

During 1987, the ACCESS PENNSYLVANIA members will be involved in sending electronic mail messages through the statewide PENN\*LINK system. They will be able to contact one another, technology specialist Fogarty, or the staff of the School Library Media Division. In addition, interlibrary loan requests can be made easily by calling up a form, filling in the required information, and sending the ILL request to the appropriate mailbox. While this component is only in the pilot stage, it is anticipated that the data gathered as a result will provide valuable input to ascertain if this system can handle the anticipated traffic flow of interlibrary loan requests.

ACCESS PENNSYLVANIA members also have the capability of downloading records from the CD-ROM disc for use in creating bibliographies and moving records into their library management systems. Other magnetic media activities are currently under investigation and will be made part of the system when the technology permits.

RMG Consultants, Inc. were hired to act as the project's consultants for 1987. They recorded the events which have taken place, analyzed the needs of the project for the future, made recommendations for the management of the project, produced a final report to be used as a project history, and produced an executive summary for wider dissemination.

The impact of the CD-ROM union catalog has been dramatic. One isolated school district, whose nearest public library is fifty-two miles away, indicated that in October 1985, the year before they joined the project, their circulation was 702 items. However, in October 1986 their circulation had jumped to 2,620. This is an indication that students were finding information that they could not or would not find before.

Schools are beginning to pay for their own retrospective costs which is enabling the project to move ahead faster than anticipated. And the leverage of dollars has been phenomenal as indicated by the figures that follow:

*Capital Outlay by Schools During  
the First Two Years*

Online Catalog Hardware	\$3,891.37
Circulation Hardware	\$2,491.37
Circulation Software & Supplies	\$2,419.95
Per School Cost	\$8,802.69
161 High Schools	\$1,417,233.10

The school librarians who are involved in the project are extremely pleased by what participation has done for their image at the local level. Students are excited about using the compact laser disc and teachers are thrilled that they can quickly find all the resources they need for the classroom. But what is even more pleasing is that the project has caught the attention of the school superintendents and administrators. School librarians are reporting that they are now the focus of much more attention by their administrators and feel that this will have an extremely positive impact on budgetary and staffing decision-making.

The State Library provided one year subscriptions to other compact laser discs for all of its members. Some received copies of Silver Platter's *ERIC* database, others were given Grolier's *American Encyclopedia*, while larger libraries received Bowker's *Books in Print*. This will permit libraries to use these compact laser disc databases for a period of one year to determine the usefulness of the product for meeting the services of its library.

Union collection development is also an idea whose time has come. Schools could band together and purchase books and journals which have limited appeal or are too expensive for just one school to buy. This does not mean that core collections will become unresponsive but rather that careful planning and cooperative purchasing will provide many more resources to the students in the participating schools. In effect, the

walls of the school libraries can be extended to all those outside its location.

The average school library in Pennsylvania has a collection of 11,500 resources. Schools participating in the CD-ROM union catalog can provide their students access to 1,000,532 items—an advantage that all Pennsylvania students must be provided in order to avoid a “have” “have not” situation in education.

Recently, the State Board of Pennsylvania has mandated that each school must provide thirty hours of library media instruction on all three organizational levels—elementary, junior/middle, and senior high school. The compact laser disc has helped school librarians demonstrate to teachers how instruction can be effectively integrated in classroom areas. In this manner, students view information-management skills as part of their subject areas rather than something called “library science” thereby helping to make them independent library users.

This project appears to have an unlimited future. It is anticipated that the collections of the state universities, the district library centers, and the State Library will be added to the database in the near future. It is also evident that the barriers which previously existed regarding resource sharing among various types of libraries are a thing of the past. Librarians are cooperating in many more activities than they ever did before the birth of the CD-ROM union catalog.

Universities are taking advantage of the resource-sharing network by including information about their university in the materials that they send to the schools. Students are responding by seeking further information about the programs these institutions are offering.

Such a project, however, would be impossible without strong leadership from the state level. It is imperative that those responsible for school library programs at the state level take an active role in helping school libraries capture the power of the new and emerging technologies. By providing statewide contracts, more pressure can be applied to reduce costs, provide vendor continuity, and maintain a high level of quality control. Pennsylvania has estimated that the project, if done at the local level without state leadership, if completed at all, would have cost the taxpayers three times what has been spent to date to produce a workable, highly searchable, union catalog.

## CONCLUSION

Students need the information and librarians are willing to participate. School administrators are also willing to provide the necessary dollars provided that they can see the benefits that their participation will produce for their students.

Just imagine a school library that can provide its students access to an on-site collection; online database searching; a union catalog of school, public, and academic libraries; and the capability of loaning

whatever materials they need. It is not a dream—it is possible. What is needed is a catalyst to pull everything together—i.e., state leadership. Risk taking is dangerous for anyone, but the benefits are worth it.

## REFERENCES

- Bocher, Robert . 1987. "LIN-TEL in Pennsylvania: The BRS Connection." *Online* 11 (May), pp. 24-26.
- Bocher, Robert. 1986. "It's Time to Bring Online Searching into the School Library Media Curriculum." *School Library Media Activities Monthly* 2 (Oct.), pp. 24-26, 42.
- Bocher, Robert. 1985. "MITINET: Catalog Conversion to a MARC Database." *School Library Journal* 31, pp. 109-12.
- Epler, Doris M., and Cassel, Richard E. 1987. "ACCESS PENNSYLVANIA: A CD-ROM Database Project." *Library Hi-Tech* 5 (Fall), pp. 81-92.
- Lodish, Erica K., and Caputo, Anne S. 1987. "ReSEARCHING On Line: Schools and Electronic Data Bases." *The Computing Teacher* 14 (April), pp. 50-51, 60.
- Mendrinis, Roxanne Baxter. 1987. "CD ROM: Research Strategies for a Lifetime." *Media and Methods* (March/April), pp. 9-11.
- Morabito, Margaret. 1986. "Teaching Telecomputing in Schools." *LinkUP* 3 (Sept.), pp. 6, 19.
- Pennsylvania Department of Education. 1985. *Pennsylvania Online: A Curriculum Guide for School Library Media Centers*. Harrisburg, PA: Pennsylvania Dept. of Education.
- Scrogan, Len. 1987. "What's New in Online Information Services." *Classroom Computer Learning* 7 (April), pp. 48-51.
- Wheeler, Fay. 1987. "The New Ready-Made Databases: What They Offer Your Classroom." *Classroom Computer Learning* 7 (March), pp. 28-32.
- Wools, Blanche. 1986. "To Network or Not to Network." *School Library Journal* 32 (April), p. 44.

---

## Information and Thinking Skills and Processes to Prepare Young Adults for the Information Age

LEAH F. HILAND

---

WHENEVER MAJOR UPHEAVALS or developments occur in a society, the education of its citizens becomes a focal point for criticism. Cries of outrage and demands for change are heard. The latest round of recommendations for educational reform and recent developments in educational research provide an opportunity for library media specialists to change instruction in traditional library or research skills to instruction in information skills and higher-order thinking processes.

Over the past ten years new lists of requirements have been published which recommend what the young should learn during their formal schooling and how professional educators should be prepared to teach. Even before the publication of *A Nation at Risk* (National Commission on Excellence in Education 1983), various associations or organizations with missions related to education were calling for reform or change in the nation's schools and defining what those reforms and changes should be.

In a publication of the National Council for the Social Studies, the authors proposed that higher-level thought processes, useful knowledge, and clear values were needed by today's students to function effectively in tomorrow's society (Cassidy and Kurfman 1977, p. 3). Higher-order mental processes of logical reasoning, information processing, and decision-making were considered basic to the application of mathematics in the workplace by the National Council of Teachers of Mathematics (1980, p. 8). "The ability to analyze, classify, compare, formulate hypotheses, make inferences, and draw conclusions ("Essentials of English" 1983, p. 53)" was deemed essential in helping students to learn within the school setting and in later life.

The impact of the criticisms of current schooling in *A Nation at Risk* on national associations and society in general led to responses

which agreed with the criticisms and with the report's recommendations for reform. One response from the library world was a series of seminars in 1984 sponsored by the Center for Libraries and Education Improvement of the U.S. Department of Education. The papers represented the views of school, public, and academic librarians (*Libraries and the Learning Society* 1984). Many national and state library associations published responses to the report as well. Almost without exception, the published responses from the library field pointed out that libraries and their role in a "learning society" were barely mentioned.

One common element in all of the reports which preceded or followed *A Nation at Risk*—as well as the report itself—was an emphasis on information. Although the terminology varied considerably, rationales and recommended skills, competencies, or attitudes featured information in a central role in society. All of us by now have heard or read that we are living in an "information society" instead of an "industrial society" so the emphasis on information should be no surprise. What is surprising is a general lack of acknowledgment that information has always been important to an "informed citizenry," a basic tenet of a democratic society. Perhaps the failure to identify the essential elements of terminology, such as "the learning process" or "educated people," has led to the lack of understanding of the central role of information.

The exponential growth in the quantity of information and the variety of technological devices which can be used to access it add to the emphasis on information. Individuals or companies can no longer ignore information as a valuable resource in their daily lives since so much information that they need to know about, understand, and use is now available. The oft-repeated axiom that "what you don't know can't hurt you" is no longer true; indeed, the opposite may be closer to reality.

If young adults are to become contributing participants in society as adults, they need to be aware of basic information-related requirements for jobs or careers now and in the future. Various business and industry groups have issued their lists of expectations for employee skills and competencies. A task force on education for economic growth identified the "basic skills and competencies for productive employment (Task Force on Education for Economic Growth 1983, pp. 47-50)." Interestingly, most revolved around the manipulation, understanding, and use of information instead of the how-to-do-it physical skills or competencies.

Before proceeding to specific recommended skills and competencies offered by professional associations, businesses, educators, and librarians, some comments about terminology are necessary. First, the definition of *information* as used in this article includes all the data taken in through the five senses, their internalization, and their restructuring or use by the individual (Dervin 1977). When one uses this definition the relationship between information and thinking becomes



apparent. Thinking, or higher-order thinking and mental processes which are listed as essential in most of the recommendations, uses sensory input that is manipulated in some way over time to produce thoughts, reasons, or knowledge (Presseisen 1985).

Presseisen offers a useful model of the processes that various authors use to describe thinking and, by the aforementioned definition, information skills. Basic or essential processes of thinking—classification, qualifications, relationships, causation, and transformations—are used in the complex processes of thinking—problem-solving, decision-making, critical thinking, and creative thinking. Each of the basic processes, based upon the work of Bloom and Guilford, is emphasized in one or more of the complex processes, as suggested by Cohen, according to the Presseisen model (Presseisen 1985; Bloom et al. 1956; Guilford 1967; Cohen 1971).

No single, agreed-upon taxonomy of thinking or information skills was offered in any of the reports and articles by the various groups. Indeed, a mixture of individual skills, basic processes, and one or more of the complex processes was the norm. Perhaps the adoption of one taxonomy is impractical given the diverse ways that youth learn about their world; however, those responsible for teaching or helping youth to learn must have a clear understanding of thinking or information skills and competencies. Reaching that clear understanding is hampered by an impingement of one basic process on another as well as on the more complex processes (Raths 1986, p. 86). For example, the basic process of evaluating information involves analyzing and criticizing that information. Critical thinking, problem-solving, and decision-making all require evaluation of information.

The basic thinking process of classification, as suggested by Presseisen, encompasses the skills of identifying similarities and differences, of grouping and sorting, or finding common qualities in information. Finding unique characteristics of information—the qualifications process—requires skills of identifying facts, recognizing problems, and forming definitions. Discovering sequences and orders, analyzing and synthesizing, and making logical deductions comprise the basic process of relationships. The causation process includes the skills of establishing cause and effect, making predictions or judgments, drawing inferences, and evaluating. Transformations, the fifth basic thinking process, relates to skills of creating meanings such as using analogies, metaphors, or logical inductions (Presseisen 1985, p. 45).

Each of the skills comprising the five basic processes are essential in one or more of the complex or higher-order thinking processes. The complex processes use the basic skills for a particular purpose; for example, finding solutions to a known or defined difficulty and judging the best response to a given situation are the purposes for problem-solving and decision-making, respectively. Generating logical reasons or theory underlying specified propositions is a purpose of critical

thinking, and developing new or aesthetic ideas and products are results of the critical thinking process (Cohen 1971, p. 26). The suggested purposes for which complex thinking processes are used are also the reasons that library media specialists use to justify the development of an information skills and processes curriculum.

In addition to the earlier mentioned skills and processes, metacognition—"thinking about thinking"—has been suggested as an important part or even the focus of an information or thinking skills curriculum (Bertland 1986; Mancall et al. 1986; Kulleseid 1986). When one understands the various thinking skills and processes and can select, consciously use, and evaluate them in appropriate situations, one becomes a more autonomous thinker as well as a life-long learner. If the "Learning Society" proposed in *A Nation at Risk* is to become a reality, metacognitive theory should be a foundation for teaching and learning at all levels of education.

In reference to the complaint from librarians in their responses to criticisms of current education endeavors—i.e., the inadequate mention of the role of libraries—partial blame may be attributed to librarians themselves. In our promotions of library use and library or media skills, the public's impression is one of, "that is well and good, but how do they relate to my life and work?" Although people pay lip service to the value of libraries and library or research skills, not many people understand their value. Too many published library skills curriculums emphasize "materials" and "use of libraries" rather than "information" and "use of information resources" wherever they may be physically located. In many instances, skills are taught in isolation from the rest of the curriculum and thereby reinforce the public's doubts about these skills. Young adults know that very valuable and useful information can be obtained from nonlibrary sources and librarians serving this age group should also be aware of this. Librarians can teach and counsel young adults about the broader scope of information and information skills.

Current writing about the role of librarians in the teaching and learning experience of children and young adults emphasizes the broader scope of information and thinking. The main title of the new national guidelines for school library media programs is *Information Power* (ALA 1988). In order to emphasize the need for a change to an information skills and processes curriculum, three activities or actions are proposed:

1. Provide in-service and preservice opportunities for librarians to learn about the newer models and theories of thinking and information. Of course, any reorientation or exposure to new ideas must include an exposition, and perhaps a demonstration, of why the "new" is more productive than the "old," or at least is related to and can be incorporated to make the "old" better. Faculty in library education programs should reevaluate their curriculum to make sure that

future librarians know and understand current models and theories of information and thinking. Some library education faculty may also need the same continuing education experiences suggested for practitioners.

2. Develop an information skills and processes curriculum that better prepares young adults to live in an "information age." Integrate that curriculum with the total instructional program and emphasize how the skills and processes, if learned, contribute to other learning experiences or to life after school. Develop a scope and sequence that starts with basic information skills and builds toward complex thinking processes.

What elements should be included in a revised or new information skills and processes curriculum? Three basic elements, in addition to specific skills and processes, are essential—the cognitive level of the learners, the mode of presentation, and the subject content to which it is related. Learning theory contributes to our understanding and incorporation of learner cognitive stages; theories and characteristics of communication channels do the same for mode of presentation. A knowledge of how higher-order thinking processes relate to each subject or discipline provides the background for integrating the new curriculum and thereby demonstrates the contribution of a library program to its publics.

Specific information skills, processes, and attitudes incorporated should be selected according to what educators and society in general want young adults to be able to do as adults. Several published recommendations of specific content or entire programs are available to serve as guides (Costa 1985, pp. 183-243). Whether the curriculum is adopted or adapted from one or more of the published versions or is developed from scratch, it should be a cooperative development effort among library media specialists, teachers, and administrators. Information skills and processes are not unique to the role of library programs although librarians may serve as a stimulus for curriculum development and implementation (Markuson 1986).

3. Modeling and reinforcing information skills and processes in our day-to-day work with young adults is a way we can share our methods of solving a problem or creating a new product through the use of basic and complex processes. Describing the steps in a search strategy and evaluating the results while working with individuals or groups provides an opportunity to "see the skills in action."

While working with individuals and groups, librarians can reinforce the learning and use of information skills and processes by recognizing what skills or processes are being or are not being employed. When students find, analyze, or use information appropriate to a given situation, librarians can compliment them or share in their success. Suggestions for the use of a different skill or process can be made when nonproductive ones are observed. This modeling and

reinforcement of behavior must become a conscious behavior of librarians if young adults are expected to learn and use relevant skills and processes.

Library professionals in all types of libraries can make contributions to the learning of information skills and processes by young adults. A change or reevaluation of attitudes and expectations is needed in the field of librarianship. Too many professionals do not believe that young adults need the same wide variety of information and resources as do adults. Some barriers were created because information systems which young adults are expected to use efficiently may have been developed for the expert in a discipline instead of the novice. What relationship and vocabulary context problems are created for the novice? Subject-specific information system language may not be a part of the vocabulary of young adults. Can transition information systems be developed to better fit their level of cognitive development?

Researchers can contribute by investigating the information behaviors of young adults. Assumptions based upon results of studies of information use behavior by adults may be valid when applied to young adults, but few studies have been conducted to test those assumptions (Liesener 1984, p. 66). If information behavior of young adults differs from that of adults, how and why does it differ? Empirical evidence to support the answers to this broadly stated question would help librarians serving young adults to develop better information skills curriculums tailored to the needs of youth.

Calls for action to improve the education of youth and a plethora of recommendations to accomplish that improvement involve the skills and processes related to thinking and information. Librarians working with young adults have an opportunity to take the initiative in developing their role in the improvement of education. If they do not, others without the expertise and experience in the information field will assume or usurp their role.

## REFERENCES

- American Library Association. 1988. *Information Power: Guidelines for School Library Media Programs*. Chicago: ALA.
- American Library Association. 1984. *Libraries and the Learning Society: Papers in Response to "A Nation at Risk."* Chicago: ALA.
- Bertland, Linda H. 1986. "An Overview of Research in Metacognition: Implications for Information Skills Instruction." *School Library Media Quarterly* 14 (Winter) pp. 96-99.
- Bloom, Benjamin S., et al., eds. 1956. *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York: David McKay.
- Cassidy, Edward W., and Kurfman, Dana G. 1977. "Decision Making as Purpose and Process." In *Developing Decision-Making Skills*, 47th yearbook, edited by Dana G. Kurfman. Arlington, VA: National Council for the Social Studies.
- Cohen, Jozef. 1971. *Thinking*. Chicago: Rand McNally.

- Costa, Arthur L., ed. 1985. "Programs for Teaching Thinking." In *Developing Minds: A Resource Book for Teaching Thinking*. Alexandria, VA: Association for Supervision and Curriculum Development, pp. 183-243.
- Dervin, Brenda. 1977. "Useful Theory for Librarianship: Communication, Not Information." *Drexel Library Quarterly* 13 (July), pp. 16-32.
- "Essentials of English: A Document for Reflection and Dialogue." 1983. *English Journal* 72 (February).
- Guilford, J.P. 1967. *The Nature of Human Intelligence*. New York: McGraw-Hill.
- Kullesseid, Eleanor R. 1986. "Extending the Research Base: Schema Theory, Cognitive Styles, and Types of Intelligence." *School Library Media Quarterly* 15 (Fall), pp. 41-48.
- Liesener, James W. 1984. "Learning at Risk: School Library Media Programs in an Information World." In *Libraries and the Learning Society: Papers in Response to "A Nation at Risk."* Chicago: ALA.
- Mancall, Jacqueline, et al. 1986. "Educating Students to Think: The Role of the School Library Media Program." *School Library Media Quarterly* 15 (Fall), pp. 18-27.
- Markuson, Carolyn. 1986. "Making It Happen: Taking Charge of the Information Curriculum." *School Library Media Quarterly* 15 (Fall), pp. 37-40.
- National Commission on Excellence in Education. 1983. *A Nation at Risk: The Imperative for Educational Reform*. Washington, DC: U.S. Department of Education.
- National Council of Teachers of Mathematics. 1980. *An Agenda for Action: Recommendations for School Mathematics of the 1980s*. Reston, VA: NCTM.
- Presseisen, Barbara Z. 1985. "Thinking Skills: Meanings and Models." In *Developing Minds: A Resource Book for Teaching Thinking*, edited by Arthur L. Costa, pp. 43-48. Alexandria, VA: Association for Supervision and Curriculum Development.
- Raths, Louis E., et al. 1986. *Teaching for Thinking: Theory, Strategies, and Activities for the Classroom*, 2d ed. New York: Teachers College Press, Columbia University.
- Task Force on Education for Economic Growth. 1983. *Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools*. Denver, CO: Education Commission of the States, pp. 47-50 (ERIC Document No. 235 588).

---

## The Search for Values: Young Adults and the Literary Experience

BARBARA BASKIN, BETTY CARTER, KAREN HARRIS

---

EACH GENERATION, DESPAIRING ADULTS observe with trepidation their youth's walk on the wild side. Pessimistically they assume the worst, unconvinced that restraint, prudence, or even good sense will prevail in the actions of their offspring. These handwringers marshal some compelling evidence—data on sociopaths, the high rate of suicide, and the widespread use of drugs. But even among ordinary teenagers, many of today's adults point toward reckless sexual behavior; lack of concern about unfortunates; self-indulgence and preoccupation; and the adoption of deliberate coarseness in speech, dress, and behavior as pandemic to a degree that appears to surpass even the usual rites of passage. How pervasive these acts are is not at all clear since data are available on only some of them. The public perception, however, is that such behavior is rampant and out of control. And, most importantly, the countervailing forces in society seem impotent to redress this situation.

A concerned community finds little solace in examining the less than heroic conduct of the celebrities many teenagers adopt as models. Superstars in sports and music are the cynosure of adolescent eyes and their lifestyles widely admired. But one critic argues that the message sports figures give is: "It is [all] right to do anything you can get away with, not just anything within the rules, in order to win (Bauslaugh 1986, p. 31)." Although adult society may practice such tactics as insider trading to beat the stock market and political deals to ensure election, it nonetheless endorses sentiments closely aligned to Thackeray's nineteenth century views on sportsmanship: "Go lose or conquer as you can,/But if you fall or if you rise/Be each, pray God, a Gentleman

Barbara Baskin, Department of Social Sciences, State University of New York, Stony Brook, NY 11790

Betty Carter, Department of Library Science, Sam Houston State University, Huntsville, TX 77340

Karen Harris, Department of Library Science, University of New Orleans, New Orleans, LA 70100

LIBRARY TRENDS, Vol. 37, No. 1, Summer 1988, pp. 63-79

© 1988 The Board of Trustees, University of Illinois

(Thackeray 1957, p. 141)." That young adults may be missing this message causes alarm, leading social critics to conclude that athletes "should not be teaching our children that winning supercedes everything else, including honesty, decency, and truthfulness (Bauslaugh 1986, p. 31)."

Similarly, teenagers, entranced by contemporary music, often come to idolize the musicians making it. Many performers believe that acting in increasingly nonstandard ways improves their image by differentiating themselves from their competitors. Violence, cruelty, irresponsibility, and insensitivity often characterize popular songs, with repetition, in a sense, legitimizing their message. Underscoring this situation, Tony Johnson points to rock star Joe Walsh's lyrics: "I live in motel rooms, tear out the walls, I have accountants pay for it all...(Johnson 1985, p. 48)." Furthermore, those who concentrate on tune rather than words have MTV's vivid dramatization to highlight and strengthen the appalling lyrics. While a few celebrities vociferously protest against apartheid or raise money for the homeless, outrageous violations of civility still abound.

Some observers of the contemporary scene have pointed with alarm at these influences and at what they see as one of the consequences: the dulling of awareness about what they are convinced are clear-cut examples of immoral or senseless behavior. This perception is chillingly documented in an article by Lewis Lapham titled "Supply-Side Ethics." In it, a professor of history despairingly reports on the difficulty she has had recently in convincing her students of the immorality of Nazi policies. To support her allegation, she cites a portion of a term paper in which one of her students describes Hitler as "a kid with a dream [who enjoyed] a pretty good run at the top of the charts... (Lapham 1985, p. 11)." With this one statement, the student not only launders Hitler's power and personality but also trivializes the dictator's deeds.

In a recent newsletter, the Association for Supervision and Curriculum Development reported another shocking illustration of callousness. That organization cites a new study in which 54 percent of the teen boys and 27 percent of the teen girls responded that it was "all right for a boy to hold down a girl and force her to engage in intercourse if she 'led him on.'" Forty-three percent of the males and 12 percent of the females said such behavior "was okay if he spent a lot of money on her (Brick 1987, p. 3)."

While a high level of personal conduct is considered essential for the moral development of the individual, it is seen as no less crucial for the good of the nation. A spokesman from the Ethics Resource Center was interviewed by a reporter for a story entitled "A Nation of Liars?" and commented: "A free and open society needs a high degree of ethical conduct, because people must have trust in their institutions and in the leaders of those institutions (McLaughlin et al. 1987, p. 60)."

But presidential candidates, stockbrokers, legislators, military heroes, and even the clergy have been found to have feet of clay. While

one can argue that the sordid adventures of those in the public eye have always existed, media exposure heightens the impact, and the television generation cynically notes the hypocritical difference between rhetoric and action among adults. What is depressing is that these views are not seen as isolated examples. Indeed, John Gardner, the founder of Common Cause, warns: "Duplicity and deception, in public and private life, are very substantially greater than they have been in the past (McLaughlin et al. 1987, p. 54)."

The connection between the continued health of the nation and collective personal integrity must be a strong one. During this period when we celebrate the birth of the Constitution, it is particularly fruitful to examine and reflect on its meaning, particularly as to how its vitality may be assured in perpetuity. In its truest sense, democracy cannot coexist for long with its citizens, young or old, devoting themselves to hedonism, self-preoccupation, destructiveness, or other forms of moral drift. Certainly this does not encompass a significant proportion of contemporary youth; however, it does describe a great many. That apprehension has energized many segments of the commonwealth.

Leaders in education, politics, religion, and business, responding to pressures from their constituencies, have called for action to address the values issue. Many like Mario Cuomo, the governor of New York, have looked to the schools to address this matter. But it is not solely to the classrooms that we should turn for instruction in values. We need to look for an institution that zealously guards material which contains opposing viewpoints, materials which provide extensive opportunities for young adults to confront and examine their own actions. Such an institution is the library; such materials are literature. Yet, by not reminding our communities of these traditional functions and of the nature of library collections, school and public librarians will abdicate their responsibilities to the young adults they serve.

It is clear that the lay public supports the schools, rather than libraries, as the primary institution for providing examples of our nation's collective beliefs and values. "Public opinion polls repeatedly show that parents want 'values' taught in the schools (Dworkin 1987, p. 61)." Unanimity on this topic appears to exist at every position on the political spectrum. A university president recently remarked: "Suddenly we find ourselves living in a changed and changing world. Like romance and marital fidelity, virtue and morality have returned to our social and cultural scene (Trachtenberg 1987, p. 333)."

But it is also clear that although there is widespread agreement on need, implementation in school systems is another matter. Strident calls issue from those articulating radically opposing positions who insist that their viewpoints are unassailably correct and therefore should be preferred to all others. Many principals will argue that it will be extremely difficult to add values education to an already overburdened secondary curriculum. Others may be fearful that religious or political ideology will be injected into lessons, and that an orthodoxy of sorts will



replace a neutral examination of controversies. They may wish to let sleeping dogma lie. Some beleaguered administrators are convinced that a new curriculum which places emphasis on morals may result in divisiveness and, ultimately, community conflict.

To confound the issue even more, some "parent advocates...seem unable to better articulate what they mean by 'values,' and the schools remain bewildered by the demand to do what they believe they are already doing (Tyson-Bernstein 1987, p. 16)." Already, California's State Superintendent of Schools Honig, a leader in curricular reform, has been criticized by a group called The Traditional Values Coalition, claiming backing from 5000 churches. Honig, reporting on a meeting to reach an accord, stated that there was a consensus on such issues as honesty, integrity, civility, and self-discipline, but his adversaries objected to matters such as the treatment of the family.

Some observers strongly believe that schools basically have no choice in the debate. Gordon, a prominent educator, proclaims: "If, at its heart, education is moral education, then we have to face the fact that values will be part of the process. Education cannot be conducted in a value-free context (Gordon 1986, p. 8)." He goes on to provide a convincing rationale: "Moral education would foster the basic values embodied in the Bill of Rights. Since America is a democratic society and public schools are committed to the values enumerated in the Bill of Rights, moral education is logical and appropriate for American society (Gordon 1986, p. 9)." Although some agree with this premise, they also view values education as an antidote for what they argue are lapses in patriotism among the young. Others quarrel with a curriculum which ignores the personal ethical struggles adolescents typically experience as a part of the maturation process, asserting that "a new push for values education that focuses on a narrowly drawn core of citizenship values will not be enough. We need to strengthen the humanities, because it is only there that students are exposed to the complexities of the human dilemma and to the language of heart and soul, right and wrong, good and evil (Tyson-Bernstein 1987)."

Most proponents of values education tend to embrace two perspectives—character and citizenship. Within those domains, there appears to be three emphases: first, an awareness of moral rules which are universal, obligatory, unalterable, and impersonal and involve justice, human rights, and human welfare; second, an understanding of conventions which are generally considered desirable but are nonuniversal, alterable, and consensual and concern habits of civility, tolerance, and respect for differing ideas and behaviors (Turiel 1983); and third, a heightened sensitivity to precisely what a matter of honor is, accompanied by guidelines and skills as to how to evaluate ethical dilemmas.

How to translate these concepts into specifics is still being debated in some quarters, according to Ernest Boyer (1985). Some states have already taken action. The Maryland State Department of Education's

Commission on Values has developed a list of academic objectives for a values curriculum. These are divided into two segments: one enumerates the behaviors held to be important for youth as knowledgeable citizens; the other focuses on exemplary personal acts and beliefs. Some examples of these behavioral goals are: "Patriotism: love, respect, loyalty to the United States of America and the willingness to correct its imperfections by legal means; An understanding of the rights and obligations of a citizen in a democratic society; [and] An understanding of other societies in the world which do not enjoy the rights and privileges of a democratic government." The character objectives include: "Personal integrity and honesty rooted in respect for the truth, intellectual curiosity, and love of learning; A sense of justice, rectitude, fair play and a commitment to them; [and] Respect for the rights of all persons regardless of their race, religion, sex, age, physical condition, or mental state (Gordon 1986, p. 10)."

In other states and cities—e.g., California and Salt Lake City—school leaders have already mandated values education for their pupils. In the revision of curricula in California, teachers of all ages and of many subjects are being directed to meld topics concerning ethical issues into their lessons (Dworkin 1987, p. 61).

Joining the implementation debate, many educational leaders have wisely concluded that didactic or hortatory approaches will not be efficacious with today's teenagers. Johnson, for example, suggests that an authoritarian approach begets mindless compliance and ultimately, passivity. He proposes that the desirable way for adolescents to achieve self-discipline is to encourage them to consider what it means to be human as they struggle with their own personal odyssey into the development of the mature self. He strongly suggests that this can effectively come about through the students' exposure to and incorporation of the emergent lessons in humanistic studies (Johnson 1985, p. 49).

Within this camp, there appears to be growing support for the use of literature as a vehicle to reach these curricular targets. A high school teacher reminds us of this attribute of literature: "As we teach the significant literature of our culture, children are exposed to the values of our civilization (Burkett 1987, p. 56)." Both Honig and Boyer support this tool as does U.S. Department of Education policy advisor Gary Bauer (1986).

The notion of using literature as the means for understanding human conflict and resolution is an obvious one—and has been so used from the beginning of time. In the process of examining stories, readers become aware of multiple perspectives, of varied and innumerable motivations of individuals, and of productive, unproductive, and counterproductive strategies for dealing with stress as characters are compelled to select options which have ethical elements in order to resolve a conflict. "When a literary work connects with a student, that individual is often moved to ponder the good or bad qualities of various characters

and to question their actions. Regardless of the form they take, literary works vividly dramatize the many ways that humankind has dealt or can deal with the infinite possibilities of life (Johnson 1985, p. 52)."

Teachers in California who use a literary approach are encouraged to "let moral issues emerge from the choices made by literary characters and the consequences of their actions (Dworkin 1987, p. 61)." They are not alone. English teachers have traditionally used literature to help youngsters wrestle with moral and ethical perplexities. But teachers cannot, should not, and must not shoulder the entire responsibility for linking young adults with values-oriented literature, for they are limited by selection, time, and obligations to other curricular charges.

Although, as Robert Probst suggests, "literature offers us formulations, value-laden conceptions of the way things are or might be, against which we may test our own visions (Probst 1987, p. 27)," young adults are hardly able to test their visions if the curriculum still stresses *teaching about* literature rather than *interacting with* it. Discussions on values may emerge as interesting and often dynamic sidebars, but they fade to insignificance if the intended focus of the class is only to enumerate multiple points of view or analyze the use of realism. Yet, even with the ideal curriculum, the business of literature and humanities teachers must be able to help young adults interact with text. In this process, instructors encourage students to move from simple, emotional responses and discover within the works "not knowledge ready-made but the opportunity to make knowledge (Probst 1987, p. 27)." Young adults must take the words they read and make them their own, without mimicry, but as a result of employing higher level thinking skills—i.e., analysis, synthesis, and evaluation. These opportunities—to interact with text, to begin creating a personal value system based on society's norms, and to "make knowledge"—must occur repeatedly, not simply within the context of a single unit or class period, but with book after book, poem after poem, and text after text. These tools spring from the literature classroom; the materials from our young adult library collections.

Hampered by time, budget, and organizational restrictions, literature curricula in the secondary schools cover limited selections and by definition do not offer the range of materials available in libraries. The long role call of the great and not so great books that have been excluded from study in English classrooms invariably encompasses titles which confront someone's value system. Yet, these books may well contain the very passage that triggers a deep response in a particular reader. Although school and public libraries have certainly received challenges on these very same works, their assertive activism has resulted in ready access of many titles for young adult readers. Championing availability has had the effect of protecting student access through libraries when these same books are forbidden or not approved for use in direct instruction.

Other problems exist within the scope and sequence of many literature programs. An examination of California's Reading Initiative list points out several of these. With exceptions, such as Maya Angelou's *I Know Why The Caged Bird Sings*, titles like *Aesop's Fables* are old or, like *Death of a Salesman* and *A Man For All Seasons*, concern essentially adult problems. While these classics could be included in the curriculum on their own literary merits, their foci are typically not congruent with the moral quandaries confronting contemporary youth, nor are they readily transferable to adolescent predicaments.

We must remember that it is story, not an approved list of particular stories, that acts as the natural vehicle through which young adults explore the range of human behaviors from the venal to the exalted. Authors from Sophocles to Robert Ludlum have used the crises in the lives of their literary characters to examine moral issues. Pride, envy, greed, deceit, loyalty, integrity, and generosity are but a few of the raw materials from which writers construct characters and propel their story lines forward. The fables of Aesop employ anecdote to deliver a homily; in case the obvious point is missed, a single phrase or sentence summarizes messages which encourage honesty, tenacity, patience, diligence, and the like. The narratives in the *Old Testament* as well as the parables in the *New Testament* are vehicles through which conduct is condemned or condoned and evidence of divine will demonstrated. While injunctions or commandments may summarize a moral stance, it is story that adds meaning and life to values, offering powerful heuristic support, generating identification, and promoting commitment.

The stories which one encounters from infancy to adulthood are laden with values and gain in subtlety and potency as they are addressed to increasingly mature audiences. Fairy tales collected by the Brothers Grimm are peopled with simple gentle maidens, youth whose kindness and humility are rewarded, and selfish siblings and conniving stepmothers whose lack of concern for others is duly punished. Within these tales resides the inescapable message—i.e., not how things truly are, but how they should be. Here are the virtues society esteems even if they are not always practiced.

Throughout history, authors have used their talents to illuminate the incessant struggle between good and evil. Classics have generally achieved that status by dealing profoundly and insightfully with such themes. The more profound the work, the more moving and disturbing it is to the sentient reader who struggles to sort out the novel's ambiguities and respond to its subtleties.

Older readers see Sidney Carton place honor above all else—even life itself. He is clearly Dickens's hero and, by story's end, also is generally the reader's. After the particulars of the novel fade, the concept of honor as an admirable trait persists in the reader's consciousness.

Dorian Gray's internal corruption poisons his soul and ultimately destroys him. Again the specifics become less distinct with the passage

of time, while the idea of the self-destructive power of hedonism is introduced to the reader's value system.

In more complex works, warring elements are frequently contained within the same character. The audience watches in fascination as Macbeth's ambition wrestles with his conscience. Playgoers, recognizing similar conflicting elements in themselves, identify with the usurper and vicariously take part in the battle. The play endures because it remains relevant to persisting human struggles and has become part of Western civilization's collective value system. As Probst cogently explains: literature "trains the reader in the conventions of meaning peculiar to the society, giving the members of the group a common conceptual framework (Probst 1984, p. 241)." This is what Jauss has called the "socially formative function" of literature (Jauss 1982, p. 40).

That values are present in such classics, however, is not the point in question. The issue is, instead, whether these works are the most appropriate means for introducing and transmitting mainstream values to adolescents. For a variety of reasons, many students are incapable of understanding those demanding time-honored books which are frequently the core of academic literature programs. Too many teenagers are not sufficiently familiar with the techniques and devices commonly used by these authors. They miss irony and sarcasm; they fail to keep subplots and parallel plots straight; they are frustrated by ambiguities and contradictions; and they are confused by shifting narrators and time manipulations. Students' vocabulary may be too impoverished to follow sophisticated narrative and, most frequently, they sadly do not bring to such a work the background of general knowledge that would allow them to make sense of their reading. Other young adults may simply avoid reading them, expressing lack of interest, time, or motivation.

For the most part, classical books are adult books which deal with adult problems and concerns. The main players—the heroes and victims—are adults; the conflicts are over adult issues. Struggles take place in the palace, on the battlefield, or in the boardroom—not the schoolroom, the principal's office, or the shopping mall. For youth preoccupied with the here and now, there is neither desire nor motivation to identify with such seemingly far removed literary situations or temporarily adopt the concerns of the characters in those dramas. Far too many of the concepts seem too remote to be important. As Louise Rosenblatt reminds us: "Like the beginning reader, the adolescent needs to encounter literature for which he possesses the intellectual, emotional, and experiential equipment. He, too, must draw on his past experiences with life and language as the raw materials out of which to shape the new experience symbolized on the page (Rosenblatt 1968, p. 26)."

What have been described by Havinghurst as the developmental tasks of adolescence typically form the focus of teenage interests. It is

sometimes difficult for adults to remember the urgency of what they have come in later years to see as relatively trivial problems—i.e., the desperate need for peer approval, the confirmation of gender role acceptability, and the anxiety over physiological changes. These topics are rarely found in mature novels. When they do appear, they are often treated humorously or nostalgically, and neither approach is calculated to appeal to readers whose everyday experiences are so lightly dismissed.

Some developmental tasks concern more enduring subjects—i.e., the search for independence from parental control and the establishment of a separate identity, the definition of a social role that acknowledges a community responsibility, and the development of a value system. But youngsters, for the most part, are asked to put aside these compelling interests when attending to adult novels. This is not meant to imply that no students are able to read, care about, and understand adult literature. There are certainly some who are sufficiently well read and therefore knowledgeable enough to meet this challenge. Some readers have a high tolerance for frustration and are sufficiently tenacious to bulldog their way through formidable books. Others may so love reading that they are willing to labor over literature in the expectation that they will ultimately be amply rewarded.

Many youngsters, however, do not care to struggle with complex or classical adult literature. For them, adolescent novels can be used as both a bridge to more exacting works and as the most appropriate forum for approaching values-laden issues. Whatever the case, these stories use adolescents as protagonists, focus on familiar situations and circumstances, and typically revolve around some aspect of a developmental task also facing their readers.

The moral issues embedded in adolescent fiction typically involve young people in crisis. In other words, it is not an adult character who has to choose between options, it is a stand-in for the teen reader. An examination of the core of two works, one primarily aimed at adults and the other written for young adults, illustrates this point.

In *An Enemy of the People*, an adult must decide whether to take the morally correct position even though in doing so he will face the fury of his community. He will be ostracized, vilified, and eventually destroyed. A clear ethical dilemma exists—but one which likely only an adult would face. As such, the young adult reader has an easy choice and can feel satisfaction in supporting the obviously appropriate view. In effect, there is little at risk.

On the other hand, in Lipsyte's *Summer Rules*, Bobby is asked to conceal his knowledge about the guilt of his employer's relative and allow a social outcast to take the blame for a crime. The young hero, urged to keep silent—a behavior that is described as altruistic if viewed in a certain light—is warned about the consequences of speaking out. The youth is clearly faced with a moral problem as an adult attempts to manipulate him through implied threats and a twisted argument. He

realizes it is in his own self-interest to go along with the lie and accept the rationalization. The thorny situation is one to which young readers can and do relate. The emphasis of this title is not on adult misbehavior but on what a teenager should consciously and deliberately choose to do in such circumstances. This attribute of presenting issues in terms of realistic adolescent circumstances is precisely what makes the young adult novel so powerful.

Just as there is no universally appropriate list of books for use in the literature classroom, there are no secret, optimal selections for presenting society's values to adolescents. What those of us working with young adults need to remember is that it is not the sophistication of the text that matters, but rather the sophistication and intensity of the interaction between reader and text that allows teenagers to confront, question, establish, refine, internalize, and articulate a value system through their own literature.

Most young adult novels, curiously even the most frequently criticized ones, reaffirm traditional values. *Go Ask Alice*, often challenged because of passages concerning drugs and sex, unequivocally proposes that those who use drugs will lose control of their lives, will degrade themselves, and will ultimately die. Judy Blume's *Forever*, another highly censored title, concludes that sex should not be engaged in frivolously, and that the decision to have a sexual relationship is a serious one which may establish an unintentional pattern for subsequent relationships. Similarly, in Mazer's *I Love You Stupid*, Marcus doesn't just lose his values along with his virginity but rather discovers that he cannot use people irresponsibly simply to satisfy his purely selfish needs.

But readers must not uncritically adopt society's mores, even those repeated in their literature. They must instead use these tenets as a framework to test their own beliefs. This is the process Probst refers to when he states:

In the end, only I—and only you—can decide what *love*, *goodness*, *evil*, and *justice* mean, though I must do it in the context of the culture. I read Shakespeare, then, and [Richard] Peck, not to submit to them, not to absorb unreflectingly and uncritically their visions and their values, but to think with them. Ultimately, I want them to submit to me, to feed my thinking, not to control it (Probst 1987, pp. 27-28).

Books that will thus feed an adolescent's thinking can be found in any respectable young adult library collection. Only a few will be mentioned, embracing varying degrees of complexity in theme, style, and narrative, and which pointedly address the values in question. Consequently, the following books do not comprise a finite list for values instruction but rather serve as thematic illustrations of the numerous works young adults may select for themselves.

The concept of patriotism and "love, respect, loyalty to the USA" provides the framework for many young adult titles. Older works, like

Forbes's *Johnny Tremain*, clearly enumerate the values on which we presume our country stands—i.e., the rights of all humans, freedom from tyranny, and respect and concern for the individual. In this young adult classic, selfless and altruistic patriots ensure these ideals by marching off to war:

For men and women and children all over the world...even as we shoot down the British soldiers we are fighting for rights such as they will be enjoying a hundred years from now.... There will be no more tyranny. A handful of men cannot seize power over thousands. A man shall choose who it is shall rule over him.... The peasants of France, the serfs of Russia. Hardly more than animals now. But because we fight, they shall see freedom like a new sun rising in the west (Forbes 1943, pp. 178-79).

Readers may be caught up in the glorious causes of the Revolution, and much of young adult fiction reiterates these sentiments. But the literature also explores a patriotism which flourishes off the battlefield, and consequently the ideals of "love, respect, [and] loyalty to the USA" do not have to coexist only with rousing accounts of armed conflict.

Tim Meeker, from *My Brother Sam Is Dead*, also loves his country and does so just as much as Johnny Tremain. His devotion, however, recognizes some flaws in his country's actions, and during his story Tim critically questions how a nation can claim to preserve human rights on the one hand, and assault those very rights on the other. During the American Revolution, Tim discovers that he cannot exercise a basic freedom and buy the *Rivington Gazette* because it is a Tory paper, that English and Americans alike control horrible prison ships off the Atlantic coast, and that both sides unmercifully exploit the colonists. Summing up his feelings, Tim concludes that: "Free of British domination, the nation has prospered." Nonetheless, he questions the cost of such prosperity and of freedom itself: "Perhaps on some other anniversary of the United States somebody will read this and see what the cost has been. Father said, 'In war the dead pay the debts of the living,' and they have paid us well. But somehow, even fifty years later, I keep thinking that there might have been another way, beside war, to achieve the same end (Collier and Collier 1974, p. 211)."

And those other ways are found in young adult literature. The "willingness to correct [the nation's] imperfections by legal means" provides the cornerstone for yet another adolescent novel, James Forman's *Freedom's Blood*. A thinly fictionalized account of civil rights workers Michael Schwerner, James Chaney, and Andrew Goodman, *Freedom's Blood* shows three young protagonists who, in 1964, realize that the Fourteenth Amendment overlooks some citizens. They adopt legal redress rather than physical battle as they fervently work to register previously disenfranchised Mississippi blacks. In this story, and in history, the three pay for their beliefs with their lives. Patriotism and passion for those liberties underscores how heroic individuals in contemporary society can fight to make their country move closer to its own articulated ideal.



Love of country involves more than standing up for time-honored principles; it also includes a dark side as Robert Cormier reminds us in *After The First Death*. In a 1985 interview, he admonished:

Even patriotism, carried to extremes can be evil, as in the person of the General, and also innocent. I report to that belief when I read about bombs being left indiscriminately by terrorists in post offices, where they could go off at any time and probably injure a child and a mother, and I thought, "What kind of a mentality could do that?" My conclusion was that it could only be done out of a great innocence. People are so caught up in a cause that they're doing these things innocently. They're not realizing how important one particular life is, even though it's not within the cause they uphold. Certainly that was one of the big themes in *After The First Death*. Miro was the epitome of the innocent monster (Bugniazet 1985, p. 17).

While Miro certainly typifies that role—i.e., one who is manipulated by his father to use terrorism to bring about a twisted concept of freedom—the General chillingly embodies an even more corrupt demon. Driven by power, he attempts to capture Miro's terrorists who hold captive a group of innocent children and their teenage driver. Willing to sacrifice his honor, his self-respect, and even his son, General Marchand comes to exemplify that very evil he so desperately wants to destroy—and does so in the name of democracy and patriotism.

In addition to confronting the meaning of patriotism, adolescents are asked to come to "an understanding of the rights and obligations of a citizen in a democratic society." In Nat Hentoff's *The Day They Came To Arrest The Book*, several young protagonists find themselves embroiled in a community fight over censorship. These adolescents have never considered either their rights or their obligations as citizens, until the responsibility for understanding the implications of the First Amendment enters their own classroom.

"Where you been?" Barney said. "This has been happening all over the country."

"Yeah"—Luke ran his hand through his hair—"but it hasn't been happening to me. I mean, I heard some things last year about some books just dropping out of sight because Mighty Mike [the principal] met with a parent or somebody, but I didn't pay it much mind. I should have, I suppose, but I didn't. You didn't either (Hentoff 1982, p. 82)."

The conflict centers around the use of *Huckleberry Finn* in an American history course. On the one side, young adults and their parents, certain that the book is offensive, demand its removal so that students will "have the right to be free of racism...and free of sexism (Hentoff 1982, p. 104)." Yet on the other side, equally vocal students and teachers state the book should remain in order to preserve the right of unrestricted access to information as well as the freedom "to read and to discuss controversial thoughts and language (Hentoff 1982, p. 104)." While the conflict about the book is resolved, and *Huckleberry Finn* remains as required reading and on the library shelves at the high school, readers are not led to any simple answers concerning censorship. They may, however, conclude, adopting feisty and strong-willed Kate's

position, that constitutional issues cannot be ignored and debate is "all part of the learning process (Hentoff 1982, p. 168)."

Proponents of values education also suggest that young adults look not only at their own civilization, but also at "other societies in the world which do not enjoy the rights and privileges of a democratic government." Young adult literature fails to extol the virtues of non-democratic societies. Instead, it attempts to show that wherever young adults may live, and under whatever social structures, they are more alike than different. Felice Holman's *The Wild Children*, a historical account of the *bezprizorni*, or homeless youngsters who fought for survival in Russia during the Bolshevik Revolution, reaffirms that even a lawless band of children living in a country far removed both geographically and philosophically from the United States, will still have values in common with their Western readers. The *bezprizorni* are like animals of nature. Perhaps they are cold as dogs in the snow and as hungry as wolves in the forest, but they are free (Holman 1983, p. 43), the leader of one such band tells Alex, a newcomer who has just arrived in Moscow with no money, no family, no future, and no hope. Alex discovers that this band of children lives by rules—rules that come from a now dead baker who respected "living in good ways, [and] the rights of people to choose for themselves what they will do (Holman 1983, p. 55)." The rules are simple: members must work, they may not drink or use cocaine, they may not bring new youngsters with typhus or syphilis to the group, and they may not kill. Consequently, those who live by these strictures are rewarded with escape, a chance for a future where they don't have to "spend the rest of our lives doing nothing but trying to find food, freezing, [and] wearing filthy rags (Holman 1983, p. 111)."

Young adult literature also provides a forum for examining individual as well as political character. Typically these books place adolescent protagonists in situations where they make choices which ultimately lead to self-respect and incorporation into society. In one such work, Suzanne Newton's *I Will Call It Georgie's Blues*, readers meet Neal, a ninth grade boy hiding a terrible secret. The Reverend Sloan, Neal's father, presents a pious and caring face to his small North Carolina congregation but turns psychologically and physically abusive within the confines of his own home. Unable to alter this situation alone and unwilling to work together, each family member reacts idiosyncratically: Mrs. Sloan retreats into helpless bitterness; Aileen, the older child, flagrantly opposes her father by dating a young man he disapproves of; Georgie, the youngest, builds a fantasy of psychological horror; and Neal tries to avoid unpleasantness, accept the status quo, and simply keep the peace. As he tells Aileen: "Look—people handle their lives whatever way they can. If you want to be the great, all-time revolutionary, then that's your business. I don't. I'm saving my energy for m—for something else (Newton 1986, p. 47)."

Neal's energy consumes him as he spends it protecting Georgie, trying to understand Aileen and his mother, silently raging at his father, and covering up his love of music. In doing the latter, however, he hides an important part of himself. As the teenager admits: "Music is as much a part of me as eating and sleeping. There's nothing I can do instead of it to ease the craving. It crowds out everything else, especially when reality is so bleak (Newton 1986, p. 148)." When he finally confronts his dad, Neal's accusations also ironically apply to himself: "But how can you stand it, being miserable all the time, worrying about what people think? What's the good of it (Newton 1986, p. 71)?" And it is that feeling of shame—of hiding, of doing something dirty—that finally lifts when Neal protests with his music, "I'm not hiding any more!...This is *me*—Neal Sloan—the real Neal Sloan—and I ain't gonna hide no more (Newton 1986, p. 196)!" His triumph and self respect come from within, but not without nurturing from his community. Although he stands alone, he gains strength by meshing his beliefs with the accepted views of society.

Not so with Jerry Renault from Cormier's *The Chocolate War*. When readers first meet Jerry on the football field, they encounter a youth who plays sports tenaciously and seriously. A character comments: "Don't let him fool you, Obie. He's a tough one. Didn't you see him get wiped out down there and still get to his feet? Tough. And stubborn (Cormier 1986, p. 16)." Jerry's toughness is rewarded by a slot on the football team. But in the larger society of Trinity High, Jerry discovers a different set of rules when he stubbornly refuses to sell candy in an annual fund-raising event. "I'm Jerry Renault, and I'm not going to sell the chocolates (Cormier 1986, p. 149)," he proudly announces to the acting headmaster, Brother Leon. Jerry knows why he, like the figure illustrating his locker poster, stands "upright and alone and unafraid, poised at the moment of making himself heard and known in the world, the universe (Cormier 1986, p. 143)." Cormier contrasts Jerry's emergent self respect with Mr. Renault's inability to face himself, with his classmates' feelings of contamination and pollution, self-loathing, and banal malevolence. Yet Jerry's community, unlike Neal Sloan's, rejects him because the youth's beliefs are not congruent with the system. Will readers find in *The Chocolate War* the message that it is futile to stand up for yourself? Perhaps. But perhaps they will see that the violence at Trinity erupts because Jerry's classmates, with their silent, ineffective support, force him to stand alone in opposition to the rules of society at Trinity High. With this work, Cormier is activating a young adult's thinking rather than controlling it.

The titles that confront these and other values-laden experiences continue on shelf after shelf, list after list, and season after season. M.E. Kerr's *Gentlehands* forces a serious decision on the protagonist, Buddy Boyle. In order to impress his new girl, the sophisticated and wealthy Skye, Buddy takes her to see his grandfather, a near stranger who lives

close to Skye's resort community. But under his kindly manner and worldly polish, grandfather hides a terrible past: the old man, known ironically as Gentlehands, once ran a Nazi war camp and was personally responsible for thousands of deaths. He has lived his life in hiding and fear of discovery and the decision of whether to expose him to the authorities falls squarely on the young hero's shoulders.

The questions of "What is justice?" and "What is law?" are as old as our civilization. *Bad Man Ballad* by Sanders begins as a simple quest: young Ely Jackson, and the town lawyer, Owen Lightfoot, set out from the Ohio Valley in 1813 to track a half-man, half-animal supposedly responsible for the violent murder of an itinerant peddler. But when the two find this bearman and bring him to trial, they realize that the law actually mocked justice, and man and boy reflect on the disparity.

Yet whether presenting realistic, historical, or science fiction; whether providing an understanding of patriotism, the rights and obligations of citizens, or of other societies in the world; whether exploring self-respect, personal integrity, or a sense of justice, young adult literature umbrellas one recurring theme: we are responsible for our actions, and our choices are important. Charles, in Holland's *The Man Without a Face*, first hears this idea from his summer tutor, Justin McLeod.

Once he asked me, "What do you want most? Quickly—don't think."

"To be free."

"Free from what?"

From being crowded. To do what I want."

"Fair enough. Just don't expect to be free from the consequences of what you do, while you're doing what you want (Holland 1987, p. 87)."

Johnny Tremain, Tim Meeker, Neal Sloan, Buddy Boyle, Ely Jackson, and Jerry Renault all confront this idea, as do the teenagers in Lois Duncan's *Killing Mr. Griffin*. These high school seniors fear and dislike their English teacher: he grades strictly, gives impossible assignments, does not accept late work, and possesses the power to keep them all from graduating. "Well, why don't we...plan to kill the bastard (Duncan 1979, p. 17)." Mark suggests one day when the group meets at the local snack shop. "Inappropriate," they conclude, although they are willing to go along with a simple kidnapping just to scare Mr. Griffin. But their scheme collapses when Mr. Griffin, a heart patient, dies at the remote spot. They did not really mean to kill him, only frighten him and make him beg as they had done for passing grades. But he dies anyway and the students must decide whether the responsibility lies with those who participated in the prank, with Mark who masterminded it, or with Mr. Griffin who had the bad grace to pick that moment for an angina attack.

Readers will interact with this and any other book in a variety of ways. Some will find themselves caught up solely in the action and turn pages to see what will happen next. Others will come away from the experience with specific information—e.g., that nitroglycerin tablets are not explosives. Still others may conclude that simple apologies fail

to atone for consequences of some actions. Some may figure that with a little more cleverness the students might have pulled off their scheme. Individual responses are unknown, for each reader brings his or her own particular background to the literary experience and uses this background to give meaning to the text.

What we do know, however, is that young adults need practice in making choices and that they need role models with whom they can identify or reject. Adolescent literature provides them these opportunities, because it is "through literature they acquire not so much additional *information* as additional *experience* (Rosenblatt 1968, p. 38)." Many of their books will contain powerful prompts for confronting values-laden problems and consequently provide the framework within which young adults will ultimately build their own value systems. They must take these works and, while reading, make them their own. The classroom may give birth to this process, but it cannot see it to maturity. Only public and school libraries, with the depth and expanse of their uncensored collections, can provide the widest possible opportunities for today's youth to understand society and to find their places in it.

## REFERENCES

- Bauer, Gary. 1986. "The Moral of the Story: How to Teach Values in the Nation's Classrooms." *Policy Review* 38 (Fall), pp. 24-27.
- Bauslaugh, Gary. 1986. "Ethics in Professional Sports." *Humanist* 46 (November/December).
- Boyer, Ernest L. 1985. "Social and Moral Imperatives for the Future of Our Schools." *Education Digest* 50 (April), pp. 14-16.
- Brick, Peggy. 1987. "AIDS Forces the Issue: Crisis Prevention or Education in Sexuality?" *Curriculum Update* (Association for Supervision and Curriculum Development) 29 (October).
- Bugniatet, Judith. 1985. "A Telephone Interview With Robert Cormier." *The ALAN Review* 12 (Winter).
- Burkett, Carolyn Holm. 1987. "The Round Table." *English Journal* 76 (December).
- Collier, James Lincoln, and Collier, Christopher. 1974. *My Brother Sam is Dead*. New York: Four Winds Press.
- Cormier, Robert. 1986. *The Chocolate War*. New York: Dell.
- Duncan, Lois. 1979. *Killing Mr. Griffin*. New York: Dell.
- Dworkin, Peter. 1987. "The Value of 'Values Education.'" *U.S. News and World Report* 102 (23 February).
- Forbes, Esther. 1943. *Johnny Tremain*. Boston, MA: Houghton Mifflin.
- Gordon, Sol. 1986. "The Case for a Moral Sex Education: A Response to Extremists." *Humanist* 46 (November/December).
- Hentoff, Nat. 1982. *The Day They Came to Arrest the Book*. New York: Dell.
- Holland, Isabelle. 1987. *The Man Without a Face*. New York: Harper Keypoint.
- Holman, Felice. 1983. *The Wild Children*. New York: Charles Scribner's Sons.
- Jauss, Robert Hans. 1982. *Toward an Aesthetic Reception*. Minneapolis, MN: University of Minnesota Press.
- Johnson, Tony W. 1985. "Achieving Self-Discipline through Literature." *Educational Forum* 50 (Fall).
- Lapham, Lewis H. 1985. "Supply-Side Ethics." *Harper's* 270 (May).
- McLaughlin, Merrill et al. 1987. "A Nation of Liars?" *U.S. News and World Report* 102 (23 February).

- Newton, Suzanne. 1986. *I Will Call It Georgie's Blues*. New York: Dell.
- Probst, Robert E. 1987. "Adolescent Literature and the English Curriculum." *English Journal* 76 (March).
- Probst, Robert E. 1984. *Adolescent Literature: Response and Analysis*. Columbus, OH: Charles E. Merrill.
- Rosenblatt, Louise M. 1968. *Literature as Exploration*. New York: Noble and Noble.
- Thackeray, William Makepeace. 1957. "Sportsmanship." In *Prose and Poetry Journeys*, edited by William J. Iverson and Agnes L. McCarthy. New York: L.W. Singer Co.
- Trachtenberg, Steven Joel. 1987. "Morality and Education." *Vital Speeches of the Day* 53 (15 March).
- Turiel, Elliot. 1983. *The Development of Social Knowledge*. New York: Cambridge University Press.
- Tyson-Bernstein, Harriet. 1987. "The Values Vacuum." *American Educator* 11 (Fall).

#### ADDITIONAL REFERENCES

- Forman, James D. 1979. *Freedom's Blood*. New York: Franklin Watts.
- Ibsen, Henrik. 1977. *An Enemy of the People*. New York: Penguin Books.
- Kerr, M.E. 1980. *Gentlehands*. New York: Bantam Books.
- Lipsyte, Robert. 1981. *Summer Rules*. New York: Harper & Row.
- Sanders, Scott R. 1986. *Bad Man Ballad*. New York: Bradbury Press.

---

## Library Services for Hispanic Young Adults

ADELA ARTOLA ALLEN

---

Ethnic groups constitute the dynamic fabric of our multiculture in transition. Libraries must play a key synthesizing role by providing resources that mirror their communities and expand the appreciation and understanding of all (Manoogian 1983, p. 11).

SYLVA MANOOGIAN'S POWERFUL STATEMENT highlights the responsibility of community agencies and those who work in them to become "ethnically literate," which calls for a "thorough understanding of the function of ethnicity in our society, and the cultures, experiences and current situations of ethnic groups in our nation (Cortés 1976, p. 3)." Ethnic literacy is a familiarity with the body of knowledge necessary to empathize and constructively work with the different ethnic groups in society and with their inherent ramifications (Cortés 1976). An ethnically literate agency serving Hispanics will not consider the Hispanic population as one ethnic group but will recognize that although they may be unified by a common linguistic bond, there are various ethnic groups, each with its own distinctive culture and roots.

The term *Hispanic* is currently used to describe a diverse population including Mexicans, Mexican-Americans, Cubans, Puerto Ricans, and Central and South Americans. Many feel comfortable with the term; however, a large group of usually young Mexican Americans prefers to be called Chicanos. Latinos, Latin Americans, Spanish Americans, Hispanic Americans, and Hispanos are terms also used to describe U.S. populations whose heritage stems from a Spanish-speaking country.

According to the Census Bureau, 85 percent of the U.S. Hispanic population lives in nine states: California, Texas, New York, Florida, Illinois, New Jersey, New Mexico, Arizona and Colorado. Hispanics represent 6 percent of the total population of the United States—approximately 15.2 million people (Beilke and Sciara 1986, p. 44). Due to a birth rate which is higher than the national average and the rate of immigration from Mexico and Puerto Rico, it is estimated that by the

year 2000, Hispanics will be the largest ethnic minority group in the United States (Cunningham 1982). Schreiner (1983, p. 14) reports that the U.S. Hispanic population today is younger than blacks or whites with a median age of twenty-three. Urbanization, acculturation, increased division of labor, and social mobility are processes continually taking place in the Hispanic population as well as with other ethnic minorities in the United States (Penalosa and McDonagh 1971, p. 86). The following is a brief profile of the background of a Hispanic young adult.

## FAMILY BACKGROUND

### *The Urban Setting*

The Hispanic population is largely urban. Ninety-six percent of Puerto Rican Americans and 80 percent of Mexican Americans live in metropolitan areas. Seventy-nine percent of Puerto Rican American families and 46 percent of Mexican American families live in central cities (Dyer and Robertson-Kozan 1983, p. 27).

These Mexican American and Puerto Rican American youths can be the sons/daughters of white collar professionals. One or both parents are college graduates and are perhaps practicing attorneys, teachers, lawyers, or middle-management employees in large corporations. They are college bound and accept the mainstream society as their own.

Children from the blue collar class will have fathers and/or mothers who are working in factories, commercial establishments, small businesses, as waiters or waitresses in restaurants, or as nurses' aides, teachers' aides, and the like. These parents generally have an income placing them in a middle-to-low-income bracket. They have usually attended at least eight years of school but do not use their literacy skills in the job market. Their children in turn are usually not ambitious about finishing school and feel comfortable following in their parents' footsteps. They cling to their own people for security and feel uncomfortable in participating in social institutions which in their minds represent a separate mainstream society.

A third category of U.S. Hispanics is the disadvantaged. This may be the largest of the three groups. Nearly 39 percent of Hispanic children currently live below the poverty level (*Youth Employment Today* 1986). This socioeconomically disadvantaged population is usually found in barrios (Spanish-speaking inner-city neighborhoods) with few or no amenities. The poverty rate of one-in-four for Hispanics in contrast to one-in-ten for non-Hispanic whites is reported by Schreiner (1983, p. 1A). Many are manual workers earning the minimum wage. Educational opportunities have been so restricted that this ethnic group is at least three or four years behind the educational attainment of the general society. Their living conditions are minimal, and large families live in one or two room homes with nothing but the meager necessities for food and sleep. The youth in these families tend to drop out of high



school at a rate of at least 50 percent and appear to have little or no interest in self-improvement. They feel suppressed and rejected. Hunger, illness, and disillusionment permeate their lives, and they find themselves caught in a self-fulfilling prophecy of defeat.

A fourth group consists of the recent immigrants from Central and South America. This is the group that has made headlines with stories of political persecution in the countries from which they have fled. For the most part, they are refugees with heart-rendering need for protection, help, and support. Their desperate needs include all of our social services, from hospitals to schools, to libraries, to public defenders, to church-supported programs, to mental health services. Many of the families speak no English and a considerable number are barely literate in Spanish. The young adults in this sector are at a loss as to how to initiate new lives for themselves and their families. Without a knowledge of English, support comes in very limited channels.

### *Rural Areas*

In rural areas we find, as an identifiable group, a migrant population composed mainly of Mexican and Puerto Rican families who travel from harvest to harvest and live in labor camps. Living conditions have been reported as humiliating and unfit in most cases. Young adults attend school when they are not helping their parents with the harvest or taking care of the younger children. Continuity of education is a serious problem in this transient lifestyle. These youth feel alienated from the Anglo community and do not participate in any of the established community's activities. Illiteracy, in both English and Spanish, is very prevalent.

A contrasting culture is found in small farming or mining communities composed of Mexican-American people, usually found in the Southwest. These tightly-knit communities have little interest in or commitment to education and tend to remain intact from outside influences. Children and youth feel comfortable with their lot, perhaps because they don't know any other. Their lack of exposure to professional or career alternatives which are made possible through higher education results in apathy or resistance to formal education.

### *The Common Denominator*

Collectively, Hispanics have come to receive more than their fair share of criticism, social disapproval, and stereotyping. Casavantes describes the qualities which have been unfairly attributed to Mexican-Americans by social scientists. Briefly, they are:

1. involvement within the context of the extended family to the exclusion of other social activity;
2. nonparticipation in voluntary associations;
3. preference for the old and familiar;
4. marked anti-intellectualism;

5. "machismo" in the males;
6. affinity for the use of physical force;
7. inability to postpone gratification and a tendency to live on a day-to-day basis; and
8. extreme fatalism in their view of the world (Casavantes 1971, pp. 46-51).

Casavantes points out that these qualities are "basically the qualities or attributes of people from the culture of poverty, not the culture of Mexico. These same qualities have been used to describe blacks, American Indians, and Puerto Ricans." He points out that "the danger lies in assigning these attributes as the unique possession of one ethnic group—as has been done with the Mexican American—instead of viewing them in their proper light, as the products of the 'culture of poverty' (Casavantes 1971, pp. 47, 49)."

### *Profile Summary*

In summary, what Hispanics have in common is that they descend from a mixture of Spaniards and Indians in the case of Mexican Americans and Latin Americans and from a mixture of Indians and blacks in the case of some of the Caribbean populations. All fall into the category of mestizos. The majority of them are Catholic and speak Spanish with varying degrees of fluency. Customs brought from the Hispanic culture are maintained and adhered to depending on the number of generations residing in this country as well as on the degree to which the family has become acculturated to the Anglo community.

The majority of them live in the Southwest, the largest group is young, and the average educational level falls far below that of their Anglo peers. Only 40.1 percent of the Hispanic population over the age of twenty-five have completed high school compared to 69 percent of the total population with high school diplomas. (Dyer and Robertson-Kozan, p. 27). More than one-third of this population earns very little and can be said to live in the culture of poverty. The socioeconomic condition of this group has created an image which engenders discrimination in the job market. Stereotyping the group as unambitious and lazy has generated prejudicial, detrimental institutional practices which have had serious historical consequences for this population. Evidence of this prejudice has been recorded in affirmative action reports for the past two decades.

Casavantes points out that "while the Mexican American cannot erase prejudice overnight, a great deal can be done to diminish the effect and impact of prejudice by helping the Mexican American become well-educated and achieve adequate employment (Casavantes 1971, p. 50)." The same could hold true for other Hispanic groups in this country. It is with this in mind that we turn to the issue of how libraries can assume an important role in helping a sector of society set and attain higher goals, and to eradicate the antiquated concept of American

assimilation that portrays a country in which ethnicity and race are not important.

### LIBRARY NEEDS

The purpose of this section is to identify the library needs of Hispanic young adults who represent a significant segment of the population described earlier. Personal needs resulting from the socio-cultural experience of being a Hispanic young adult will be defined. A description of some of the identified needs of the Hispanic young adult and a discussion of the needs-assessment process will be followed by a list of successful attempts at reaching this group in library projects throughout the United States. The delivery/access of library services and materials to Hispanic young adults will be discussed, and selection criteria and the issues involved in adequately serving Hispanic young adults will be considered in detail. The focus will be on the public library, but some of the issues will also apply to school libraries.

Since urban Hispanics tend to live in barrios, the libraries serving those sites will be the most likely to attract this population. Research shows that library services for Hispanic young adults are insignificant. John Cunningham notes that: "Although services to young people have had a higher priority among libraries than have services to the non-English-speaking public, neither has received the attention it deserves. Focusing on such exotica as library services to non-English-speaking youth reveals even larger service gaps (Cunningham 1983, p. 21)." Attempts at improved services come and go, sometimes along with short-term federal funding. Some attempts have been successful and some have not.

The Report of the Task Force on Library and Information Services to Cultural Minorities states that "the library and information service needs of cultural minorities differ from those of the majority population and particularly from those of the middle- and upper-class library user. Furthermore, these needs differ within the cultural minority groups themselves (National Commission on Libraries and Information Science 1983, p. 3)." As the Task Force elaborates, age groups within a cultural minority will vary greatly in their information and library needs (National Commission on Libraries and Information Science, p. 3).

Library literature contains numerous books and articles on the subject of library services for Hispanics. Several excellent theoretical discussions are found in the compilations of papers, *Library Services to Mexican Americans* (Urzúa et al. 1978), *Biblio-política* (García-Ayvens and Chabrán 1984), and in Sophía Nuñez's paper in the *Festschrift* for Arnulfo D. Trejo (Nuñez 1984, pp. 116-23). Gilda Baeza and Liz Rodríguez Miller discuss library services to Hispanic children in their essays in Allen's book *Library Services for Hispanic Children* (Baeza 1987). Durán's essay "Library Service to Latinos" in his *Latino Materials*

(1979, pp. 19-27) book gives a historical perspective. His book also contains Tarín and Cuesta's (1978) "Guidelines for Library Service to Spanish-speaking Americans," developed with the contributions and assistance of several Hispanic librarians and published also in *Library Journal*. Other important journal articles on the subject are Dyer and Robertson-Kozan's (1983) "Hispanics in the U.S., Implications for Library Service," and Cunningham's (1982) "Library Services for the Spanish Speaking."

Only Haro (1981), in *Developing Library and Information Services for Americans of Hispanic Origin* and Beilke and Sciara (1986), in *Selecting Materials for and about Hispanic and East Asian Children and Young People* have addressed specifically the library needs of the Hispanic young adult. For its currency, thoroughness, and relevance to the issue of library services for Hispanic young adults, Beilke and Sciara's book is extremely valuable.

Given the earlier profile, assumptions can be made about the need for educational support and materials which should be available to Hispanic young adults. Only an individual community analysis will reveal whether the current users as well as the prospective clients will need materials in English, Spanish, or both. The educational levels of the users as well as their language proficiency will dictate the readability and the level of sophistication of the materials which should be available. The following discussion examines the information needs identified by Hispanic young adults around the country.

*Tutoring.* Those young adults still enrolled in school are in critical need of individual assistance in information-seeking skills and the use of library resources. They need help in preparing and writing term papers and book reports. Schools with large enrollments don't allow time for individual support. Tutoring in math is also in considerable demand. Hispanic young adults occasionally need tutoring in Spanish, their first language, as the learning process is enhanced when explanations are given in the dominant language.

*English As A Second Language Classes (ESL).* For those young adults still in school, classes offered in the library reinforce the skills being developed in schools. For the dropout, ESL classes become attractive in the less threatening atmosphere of the library. Learning English is essential for success in this country and should be a primary service for young adults.

*Literacy Programs.* Recent arrivals to the United States who need to work feel they are too old to attend the public school even when classes are offered after work. A number of these young adults are functionally illiterate. Volunteer groups such as Laubach have had very successful

programs in libraries, particularly when the library offers sets of textbooks for each participant in the literacy class. Once again, the library seems to be more appropriate for classes than a school setting.

*Information and Referral.* One of the most successful ways that libraries can attract Hispanic young adults is to make them aware that a library can fulfill their needs for immediate information to solve personal problems that arise in their daily lives. Some of the areas identified are: information related to job opportunities and career options—e.g., how to fill out job applications, obtain a social security number, and prepare for a driver's license exam. In addition, they need information related to sexuality, pregnancy and birth control, general health, free clinical and medical services, venereal disease, AIDS, mental health, substance abuse, and crisis intervention. Other areas are citizenship application and preparation, immigration and amnesty centers, counseling, and consumer buying advice.

This body of information is usually available in pamphlets that can be placed in easily accessible locations. Every attempt should be made to provide this information in Spanish and English. The public service staff should be sufficiently versed in this information to assist and distribute the basic information to patrons when they are unable to locate it themselves.

An appropriate role for the library, beyond providing problem-related information, is to refer the young adult patron to the appropriate agencies which are prepared to offer in-depth assistance. A Spanish/English bulletin board in the young adult area can publicize local social services. Carol Sasaki (speech in Tucson, 16 Jan., 1988) of H.O.M.E. (Helping Ourselves Means Education) suggests that libraries serving disadvantaged teenagers should offer locally-produced videotaped discussions by those who have risen out of poverty and which outline the steps they took and the resources used. These videotapes offer encouragement as well as information.

*Discovering Their Heritage.* Some Hispanic young adults are attempting to find their roots and identify themselves with the Hispanic experience in this country. This group needs information about their heritage and the history and cultural contributions of their forebears. They want to be recognized as Americans with a rich Hispanic background, and as Mexican-Americans, Puerto Ricans, or Cubans, a contributing group to the multiethnic tapestry of this country. They reject the melting pot model. Nava describes this group of young adults, saying:

Young Mexican Americans today are changing the group's self-image. They reject the accommodation achieved by their parents. They are asserting their differences as a badge of honor.... The *Chicano* generation is not unanimous in wanting to assimilate. The more drastic reformers argue for cultural pluralism or outright separatism. Many want to be both American and Mexican culturally and demand respect for their bicultural identity. Others want to recreate *Aztlán* (the northwest provinces of the Aztec empire). Although not territorial

(like Mormon control of Utah, for example), Aztlán would include all those of Mexican heritage who would identify as such and feel a bond of neighborhood (Nava 1971, p. xxiii).

If this group of young adults is college bound, university libraries can offer a wealth of information, particularly in those institutions where multiethnic libraries and centers have been established. The noncollege bound user will seek this information in the public library. Again, canvassing the needs of the community will uncover whether there is a population of Hispanic young adults in search of political information. Libraries will need to be sensitive to these young adults and provide materials which sometimes may be controversial. Chicano militant uprisings and political protest have made headlines and disturbed some sectors. In fairness to young adults as inquirers, they should be afforded the opportunity to be informed of Hispanics' struggle for recognition and social justice in this country. The library can provide background resources in the form of books and media.

*Introducing the U.S. Culture.* Newly-arrived immigrants usually do not visit the library. Those who come from underdeveloped countries think of libraries as places for the elite and most likely have never been inside one. When this is the case, the library needs to take the initiative in recruiting this population. Person-to-person contact might be necessary in order to bring people in. They need to become aware that in the library they can find help in coping with everyday problems, information regarding their newly adopted culture, facilitating their incorporation into the new community, and moments of meaningful recreation without charge.

*Recreation.* Recreational reading may not be a familiar pastime to many Hispanic young adults, but a library with a collection which reflects their tastes and lifestyle will attract some readers. In the absence of other local recreational opportunities, the library can offer entertainment and a place to socialize and participate in activities which develop self-esteem.

It is important to understand some of the institutional barriers which keep Hispanic young adults away from the library. The image of the library is one such barrier. Many urban disadvantaged people have a distrust of any institution and associate the library with the government. In particular, those Hispanics who are in the country illegally will avoid any building which has an "official" appearance. Moreover, this population may not realize that libraries in the United States have open stacks; that they loan books and other materials with little trouble or cost to the user; offer free services such as classes, lectures, workshops, and presentations; and even have rooms for use by special groups including young adults. Libraries are perceived as book places, and nonreaders will avoid them. Here again we have a situation calling for decisive action.

## COMMUNITY NEEDS ASSESSMENT

If a library is to serve its community, it should formally and informally assess its delivery service to its users. In addition, it should assess the reasons why nonusers are not being served. It should determine the cultural and recreational needs as well as the information needs of the community.

In surveying Hispanic young adults, bilingual staff from the community should be used when possible. They should be involved from the beginning in the formulation of questionnaires and survey strategies. Young adults should also be actively involved. Group leaders should be identified and recruited.

In order to develop and maintain rapport with the young adults of the community, an advisory board should be established which includes members from the community—i.e., both young adults and those who work with them. In some libraries, it will be appropriate to establish a youth advisory board made up entirely of young adults (Varlech 1983, pp. 31-47).

Community agencies which have contacts with Hispanic young adults also should be consulted on a regular basis. Efforts should be made to contact teachers, priests, counselors, juvenile probation officers, recreation leaders, and Hispanic student associations in high schools, community colleges, and universities. Gaps in community services should be filled, and duplication of services should be avoided.

The curriculum of the surrounding schools will determine in large part the collection of materials which the students will need for academic support. Information regarding the music that is popular among the local Hispanic young adult population will provide guidelines for the purchase of records and tapes, for circulation, and for use in programming.

Using census information and surveys, community demographic statistics should be compiled and analyzed. Schools can provide enrollment figures and dropout rates. The state's employment agency can contribute information for the local employment picture. However, as a 1984 report on the information needs of Californians points out, in determining everyday information needs, there should be "less emphasis on demography and more emphasis on sense-making patterns in organizing information services [and] ongoing information needs assessment by information providers (Dervin et al. 1984)." Demographics change quickly in a barrio community, and government sources of statistics are not always accurate for this population.

## LIBRARY PERSONNEL

In the ideal Hispanic community library, the librarians as well as other library staff will be bicultural and bilingual. They will know the community through experience and will be able to determine needs in a direct manner through personal interviews. A non-Spanish-speaking

librarian will be handicapped and first must develop a rapport and a trust within the community before being able to serve the community.

Nelly Fernández (1978, p. 60), as chairwoman of the Chicano Task-force of ALA asks: "How can anybody determine the needs of a people if they are neither able to communicate with them nor understand their background or cultural heritage?" She believes that a successful librarian must be integrated into the community, "being in constant touch with the people, not only in the formal situation of the library itself but also by sharing their concerns, their hopes and aspirations, by understanding their problems, and by familiarization with their attitude towards life (Fernández 1978, pp. 60-61)."

Robert Haro (1981, p. 95) recounts his experiences with the young adults in East Los Angeles: "Many of these young Chicanos prefer to use English when they read, but unless there are young Chicano or Mexican American staff members in the library, and in visible positions, they tend to shy away from it." He goes on to say that "role models are desperately needed to attract these young people to libraries." He tells of volunteering for three weeks in a small public library:

I began by taking some of the teenagers around the corner to the sand lot and playing baseball, and by going with some of them to the local public swimming pool after work. I solicited the assistance of a local Mexican American boxer and got several of them interested in books on Mexican and Mexican American boxers and baseball players. Once the initial barriers were removed and their cult of *Machismo* was not violated, they took great interest in my work at the library and what it might mean for them. With the young Chicanas there were other possibilities, which began with flirtation and overtures of friendship. Speaking almost entirely in *Caló* or Spanish, I began to discuss women's fashions, and to talk about some of the Chicana poets whom I knew. I invited a young Chicana writer to provide a presentation for the young Mexican Americans and Chicanos in the area. A noticeable thaw in the coolness toward the library had occurred when I left the area a few weeks later (Haro 1981, pp. 95-96).

This demonstrates the amount of involvement it may take in order to attract these young adults to the library. Ross Sotelo, a young Hispanic librarian at the predominantly Hispanic Tucson High School, confirms Haro's observation with his own—that students who had previously stayed away from the library began to come once he began working there. Students have told him that he doesn't seem like a librarian, and through his rapport with them he has been able to arrange for films, a storytelling festival, and other activities of interest to this group (Ross Sotelo to Allen, personal communication).

Unfortunately, the supply of bicultural, bilingual librarians is very small in relation to the population which needs them. Whereas the Hispanic population is around 10 percent of the total U.S. population (Dyer and Robertson-Kozan 1983, p. 27), the percentage of Hispanic librarians in academic and public libraries in 1981 was 1.8 percent (National Commission on Libraries and Information Science, p. 13). This is the case for many reasons including the expense of graduate



education, the fact that librarianship is not a traditional occupation for Hispanics, and the institutional barriers to higher education for minorities.

Universities and library schools must respond to the need for more Hispanic librarians, with special programs such as that of the GLISA (Graduate Library Institute for Spanish-Speaking Americans) at the University of Arizona (*Graduate Library Institute for Spanish-Speaking Americans* 1979). The profession as a whole must support this cause, through support of Reforma proposals and other ALA efforts.

Given this lack of bicultural, bilingual librarians, good service to Hispanic young adults is still possible. Haro gives an example of a non-Hispanic librarian who has been accepted by her patrons, who have said: "I like Miss M. She may not be Chicana, but she likes us and tries to speak Caló with us (Haro 1981, p. 96)" Daniel Dávila (1976, p. 6) suggests, "look for a staff that is sensitive, understanding and flexible...staff who would try to understand not only with the mind but also with the heart."

Librarians who serve Hispanics must generally go beyond their library school training in becoming ethnically literate. They must have administrative support and encouragement for inservice training, networking, attendance at conferences, workshops and Spanish language classes, and for all community relations projects. In particular, librarians and other staff in a Hispanic community need to learn outreach techniques in order to best serve the community.

Bilingual/bicultural support staff should be actively recruited whenever possible, especially for positions involving contact with the public. Young adults will relate best to library employees who are also young. Some libraries may need to review the hiring process which may unintentionally discriminate against those whose first language is Spanish.

One guideline in Tarín and Cuesta's "Guidelines for Library Service to Spanish-speaking Americans" states: "Paraprofessional, technical, and other supportive staff with additional skills beyond those basic to the position, such as language, community relations, knowledge of culture and literature, etc., should be acknowledged, compensated with additional pay, and provided with career ladder opportunities (Durán, p. 34)." Furthermore, libraries should consider making it possible for bilingual support staff to pursue the MLS, through paid leaves of absence or tuition compensation.

## PUBLIC RELATIONS

The community needs assessment is the first step in publicizing the library and building a rapport with the community, but attracting a group which has traditionally been nonusers will require additional effort.

The library should maintain an ongoing publicity campaign, which could include press releases in English and Spanish in all local

press and broadcast media, posters, bookmarks and flyers in all possible locations, especially in teenage hangouts and in the local schools.

The staff should participate in activities of local churches and other neighborhood organizations, speaking formally and informally about library materials and services. Librarians can visit classrooms in local schools to give book talks or put on interesting programs which are designed to introduce the library and the librarian.

In some communities, it will be appropriate and necessary to knock on doors to inform people about the library and its services. Families can best be reached in this way.

If the library staff is not of the community, it is worth considering the use of bilingual community aides as liaisons who would serve as representatives of the library, to communicate what the library is and can do, as well as bringing community feedback to the library. Under a federally subsidized project, the Los Angeles Public Library hired twenty such community aides (Haro 1971, pp. 256-70).

### LIBRARY SERVICES TO HISPANIC YOUNG ADULTS

Even if the staff is sincere in its efforts to determine and fill the needs of Hispanic young adults and has publicized the library, even if the atmosphere is informal and welcoming and the materials and programming are relevant, it may be necessary to take the library out of the library building in order to serve the Hispanic teenagers in some communities.

#### *Outreach*

Outreach may involve a great deal of cooperation with other agencies to attract young adults. The library can cosponsor cultural events that take place elsewhere. Some libraries have established young adult paperback collections in community centers in unattended racks (Barass, Reitzel and Associates 1972, pp. 243-45). Other libraries have used community volunteers or paid staff to operate satellite libraries in housing developments, churches, and in storefronts (Barass, Reitzel and Associates 1972, pp. 227-29). Albuquerque's storefront approach in the early 1970s was very successful (Haro 1971, pp. 264-65).

Also very successful in reaching Hispanic young adults are bookmobiles, "barriomobiles," "mediamobiles"—anything on wheels, preferably painted with murals, offering spontaneous multimedia programs as well as appropriate materials in Spanish and English. Fresno County Public Library's Biblioteca Ambulante has brought the library to farm labor camps, migrant farm workers' communities, and small isolated areas in four California counties (Barass, Reitzel and Associates 1972, pp. 413-16). Imagination and flexibility will ensure success in taking the library to the young adults. In European inner cities (known there as the "fourth world") the concept of the "street library" has taken hold (Lang 1982, pp. 5-15).

Outreach to young adults can include the organization of activities in the community which can benefit the library as well as the participants. Young adults can play an important role in local cultural documentation, taping oral histories and Spanish storytellers, videotaping community cultural events, collecting and taking photographs for a photographic archive of local history. Participants in these projects can be recruited through other community agencies if necessary.

### *In the Library*

In a Hispanic community library, it is important to create a friendly, casual environment for young adults. The decor should reflect the local culture, and special displays should represent the talent within the community such as local artwork and crafts. Haro suggests that: "An exterior which reflects the architectural norm and style for a particular geographical region, with minor concessions to cultural interests, and an interior design which is tuned to the culture and community's sense of aesthetics and ethos may well make the difference between the success or failure of a library to attract the Hispanic community (Haro 1981, p. 136)." The Hispanic young adult, like his or her Anglo counterpart, will respond best to paperback and magazine racks; lounging areas; colorful, contemporary, popular-culture decor; and access to media.

Ideally, there will be an information and referral center within or adjacent to the young adult area, and a separate room will be available for organized group activities, classes, homework-assistance programs, etc., and young adults will be aware that they also have access to this space for their own uses.

Typewriters and microcomputers should be available to young adults who ordinarily do not have access to them. As computer literacy becomes increasingly essential, economically disadvantaged Hispanics need to have more access to this equipment. Software in Spanish and English should be selected with recreation in mind.

Disadvantaged Hispanic young adults would appreciate access to video equipment in the library for individual or small-group use because they may not have any other access to VCRs or movies. Ideally, a library would have rooms equipped with ½-inch and ¾-inch video players, and young adult patrons would be able to view either library-owned or rented videotapes in the library after reserving the equipment.

The success of organized library programs for this age group will depend on the librarian's knowledge of the local needs and preferences. A committee of young adults, carefully chosen, can be valuable in designing programs. If the objective is to attract teenagers to the library, book and reading-related programs may not be appropriate although this cannot automatically be assumed. In the barrio community the library must be viewed, by the residents and the library staff alike, as a preserver and disseminator of culture and information in a variety of formats.

In discussing ways that the library can reach young adult nonusers, Jane Manthorne's words still apply to the Hispanic library today: "So we restate our objectives: to change the image of the library from an establishment place, a bastion of middle class mannerliness, to a living, changing idea place, a people place. We change our focus on reading to an emphasis on ideas, thinking and communication. We let down rules a little and build up individuality and self-esteem (Manthorne 1971, p. 418)."

One-shot topical programs on subjects of interest—e.g., drugs, AIDS, skateboarding, cars, hairstyling and makeup—will provide a good beginning for young adult programming. If well-publicized and well-planned, they will attract an audience at a later time who may be interested in participatory activities such as workshops and classes. It is useful to seek out trusted and respected panelists and speakers from the community.

The library can also offer performances of local musicians, readings by local writers, and storytelling, which in many Hispanic communities is popular among all ages. Free feature films at the library will attract a large audience if they are selected with the community in mind.

Once a regular group has been attracted to library programs, more options are open in programming. Libraries in Hispanic and other ethnic communities have been successful in establishing theater groups such as the New York Youth Theater Alliance which evolved from a theater workshop in the New York Public Library and went on to give performances in the branches (Chelton 1975, p. 45). Often in large Hispanic communities there will be a bilingual or Chicano theater group which may work with interested young adults in the library.

Other libraries have involved young adults in the publication of magazines and newspapers. For example, the Lincoln Heights Branch of the Los Angeles Public Library published a creative writing magazine, *The Inner Eye*. "The magazine provided an outlet for pent-up emotions among Chicanos of the area. The first issues contained poetry and prose that dealt with such topics as war, peace, love, school, and prejudice. There was difficulty in getting participants until the young adults realized that they really could say anything on any subject within the bounds of decency (Hammond 1979, pp. 80-81)." With word processors, the opportunity for publication should be available to any young adult group with creative inclinations or something to communicate.

Video workshops have been successful in several libraries. A group of young adults at the Valencia Branch of the Tucson Public Library obtained a National Endowment of the Humanities Youth Grant to produce a series of videotapes on local Hispanic culture. Four tapes were produced: "Quinceañeras," an exploration of the traditional religious and social celebration of the fifteenth birthday of a Hispanic young woman; "Low Riders," which examines technical and philosophical aspects of this popular manifestation of Chicano youth culture;

"Imágenes de la Juventud," a discussion of Mexican and Chicano art; and "Idiomas de la Juventud," an analysis of barrio slang. Discussion guides were prepared in conjunction with the videos which have become popular circulating items in the Tucson library system (Amanda Castillo and Geraldine Stephens to Allen, personal communication).

In Bakersfield, California, fifty seventh-graders participated in the "Video Club," a summer program which met in small groups and developed video projects. Many cable television companies provide public access stations and equipment, and the library may be able to provide the connection between the community young adults and thereby provide a low-cost means for producing their own television programs.

Workshops may be tailored to local needs. Job hunting workshops have been successful among this population in several libraries, as have storytelling workshops and craft classes (Hammond 1979, p. 82).

## MATERIALS

In selecting materials for Hispanic young adults, it is especially necessary to know the local community. How extensively to collect materials in Spanish will be determined by the community; even if Spanish is the dominant language, young adults who have been educated in U.S. schools may prefer to read in English and at the same time have access to media materials in Spanish. The library should seek out anything which is published locally and addresses this population, including newsletters, newspapers, and "underground" publications.

### *Spanish Materials for Young Adults*

A non-Spanish-speaking librarian will need some advice in selecting materials in Spanish. Several publishers and distributors of Spanish-language materials offer well-annotated catalogs, and professional journals for librarians and teachers, such as *Booklist*, *Journal of Reading*, *The Reading Teacher*, *Top of the News*, *Library Journal*, and *Wilson Library Bulletin* now review Spanish books. Special review publications for Spanish materials appear and disappear: *Lector*, *The Review Journal for Spanish Language and Bilingual Materials*, published in English by the Hispanic Information Exchange (Hispanex) is now an irregular publication. *Lectura y Vida*, published in Spanish by the International Reading Association, has reviews of young adult materials. Back issues of *Proyecto y Leer*, no longer being published, give excellent reviews.

A problem in the selection of Spanish materials is that because of the lack of public libraries serving young people in the Spanish-speaking world, most materials being published for children and young adults are curriculum-supporting and didactic. Recently the demand for recreational reading materials has increased the supply, but the distinction is not usually made by the publisher between textbook and

nontextbook (Johnson 1987, p. 41). Spanish language books are often not available in library bindings and do not compare favorably in format with English-language books.

Successful selection in communities of recent immigrants will depend on some knowledge of the reading preferences in their country of origin. Libraries do not usually collect comic books, but in many Spanish-speaking countries the comic format is extremely popular among all age groups. The *fotonovela* does not have an English-language counterpart but is as popular for light reading in Latin America as romance novels are in the United States. *Fotonovelas*, like romance novels, are not as risqué as their covers may suggest. Most of them imitate soap operas with photographs of characters in dramatic situations and dialogue in balloons as it is in comics. Some are in series and all are inexpensive. They are published for adults but young adults enjoy them too.

Spanish-speaking young adults would also appreciate a good selection of magazines. Several U.S. magazines such as *Cosmopolitan*, *Harper's Bazaar*, and *Popular Mechanics* are available in Spanish translation, and several Spanish language magazines are appropriate for young adults. Distributors of Spanish materials often offer subscriptions.

Several popular young adult books have been translated into Spanish. Daimon Publishing Company offers Nancy Drew and the Hardy Boys in Spanish. Camby Hall books are popular adventure books in Spanish translation as are choose-your-own-adventures.

Annette Trejo of Hispanic Books Distributors in Tucson, Arizona points out that for the young adult age group, the format of the book is very important; that they prefer to read books which look much like those that their English-speaking peers are reading (Annette Trejo to Adela Artola Allen, personal communication, 23 Dec. 1987).

For information relating to survival needs and problem-solving, pamphlets are usually available in Spanish from agencies that serve a Spanish-speaking population.

### *Hispanic Books: Nonfiction*

Every library which serves Hispanic young adults should have a good collection of background material on the history of the local population in the United States and in their country of origin. Young adults are interested in their roots, and Hispanic young adults may also be interested in a political perspective on their background. Because Hispanics are often considered as one group, and because it is sometimes politically beneficial for them to speak as one group, the collection should be strong in background materials on all Hispanic groups. The Hispanic library will want to have a strong multiethnic collection in order to encourage minority solidarity.

The appended list of background readings includes many classics of the Chicano movement. Less has been published on the Puerto Ricans and Cubans in the United States. On the fiction list are several fictionalized autobiographies of Hispanic adolescence including Nicholasa Mohr's excellent accounts of the Puerto Rican experience.

### *Hispanic Books: Fiction*

The list of young adult fiction by Hispanic authors or with Hispanic characters is not long although it is growing. In evaluating fiction which will appeal to this group, librarians must again use ethnic literacy, and keep in mind the following criteria:

1. Relevancy: Is the book relevant to the Hispanic experience?
2. Authenticity: Is the book authentic from the Hispanic perspective?
3. Ethnocentricity: Is the perspective from the point of view of the Hispanic character or from the Anglo observer?
4. Stereotypes: Are the people, relationships, and culture stereotyped in a racist manner?
5. Language: Do the language and dialogue imply a put-down of Spanish?
6. History: Are historical data accurate and in political perspective?

In the adolescent problem novel with Hispanic characters, a common theme has been salvation through homogenization with help from benevolent Anglos (Durán 1981, p. 10). The librarian should look for those novels in which solutions come from within the character or the character's own community. There is disagreement among evaluators such as Isabel Schön and Daniel Durán on instances of subtle stereotyping in Hispanic fiction, but adherence to the earlier criteria will eliminate any blatant racism from the collection.

The appended list of fiction includes acknowledged titles which remain in print. Many of the more recent and more popular titles are out of print so it is important to watch lists of popular young adult fiction such as "Young Adult Choices" in the December issue of the *Journal of Reading*, for Hispanic authors and characters. Frank Bonham and T. Ernesto Bethancourt are authors whose books about Hispanic teenagers come and go in popularity and in print.

The most valuable novels are those with characters whose ethnic background is the same as the young adult reader, but when the supply is limited, the librarian should seek out novels with characters that share the Hispanic experience in their country of origin or in the United States.

### *Media*

Having grown up with television, Hispanic teenagers are no different from other adolescents in their sophistication in processing non-print information. For this age group, media's appeal is in its potential emotional content—i.e., its immediacy. Media can grab attention the

way a book cannot, and information can be transmitted and absorbed instantly.

Media can serve to expand horizons and develop interests—to stimulate the sense of possibility, the imagination, the emotions and the intellects of culturally deprived teenagers. As Katharine Kish puts it:

There is an immediacy that can add a dynamic dimension either visually or aurally to subjects that cannot be effectively handled with traditional print materials. Ideas as enormous as the dignity of humankind as seen through architectural abstractions or as straight-forward as the honesty of young people in various dilemmas can become real through media. Media makes it all part of a shared human experience (Kish 1979, p. 21).

The highest-impact media for group use is film. The selection and availability may be greater in video format, but large-screen projection diminishes the image which was produced for the smaller screen. Film projection in the 16 mm format adds the intensity of the larger image to the power of the visual format.

In selecting films to rent or purchase for the Hispanic young adult audience, the librarian should consider those with emotional qualities that can enhance the group viewing experience. There are many excellent films which deal with Hispanic cultural traditions, heroes, and history. The *Chicano Film Guide* of the University of Texas at Austin lists eighty-two films appropriate for high school, college, and other adult groups—films which are “intended to inculcate an understanding of and appreciation for Mexican American and Hispanic achievement in the United States.” Some of their popular titles are *Yo Soy Chicano*, *I Am Joaquin*, *Tapestry*, *Chulas Fronteras*, *Requiem 29*, *Harvest of Shame*, and *Homeboys*.

Duran's book (1979) has an annotated list of films in English and Spanish. The *Video Sourcebook* lists several titles in the subject index under “minorities” which relate to Hispanic culture.

Several feature-length films are available in 16 mm format and others are on videotape. Ross Sotelo recommends two films of special interest to Hispanic young adults: *The Ballad of Gregorio Cortez* (available on 16 mm) and *El Norte*. Some libraries have been successful with programs of feature-length films in Spanish particularly when a Spanish-speaking community does not have a Spanish-language movie theater.

In selecting films and videos for young adults, the librarian must always keep in mind that this group is critical, sensitive, and sharp. They will not tolerate materials which seem phony in any way or talk down to them. It is important to take note of detail—teenagers will notice and react unfavorably to fashions, music, and vernacular expressions which are outdated. Quality productions will endure and have continuing impact. The key is honesty, simplicity, and respect for the audience.

Individual filmstrip viewers for use in the library might become popular among this group after the group is made aware of the type of



material available in filmstrip format, through programs in and outside the library. The concisely encapsulated information available through this format could be very helpful to those learning about a new culture.

ESL programs should be available on tapes to Spanish speakers, and ideally cassette players could be checked out with them. Stations for listening to records and tapes will help in attracting young adults to the library.

### *Weeding*

The existing collection needs to be periodically reevaluated in terms of currency and relevancy to community needs and also in terms of ethnic awareness. Not to be overlooked is the image of Hispanics which may be portrayed in nonprint materials. The library may unwittingly be harboring racist materials which will alienate potential patrons.

### CONCLUSION

Each Hispanic young adult is an individual with his or her own needs, and we must not lose sight of this. Adolescents, more than any other age group, are sensitive to being categorized even though as an age group they are most likely to be group-oriented. Each Hispanic community has its own character, its own heritage, and its own information needs. The identification of those needs is of paramount importance. Hispanic librarians must be recruited, trained, and promoted to decision-making positions if this group is going to be fully served by libraries.

Many of the earlier suggestions are admittedly impractical in today's financially-constricted libraries. Many of the most successful examples of relevant and exciting services to Hispanics were made possible with federal grant money. According to Durán, speaking as the president of Reforma: "Most of these programs were developed with soft moneys through state or federal grants, and that meant that sponsoring institutions did not have a strong commitment to maintaining those services. When the money dried up, the programs themselves disappeared (Layne 1980, p. 27)." Another librarian points out the harm in this: "Personal service that stops after two years destroys trust. The problem is how to establish library service to the Spanish-speaking as a basic service offered continuously (Layne 1980, p. 27)."

Librarians who are attempting to serve the underserved must become political and creative. As a youth advocate, the young adult librarian must do whatever is possible to divert funds to important programs, to find alternative sources of funding, including grants from private corporations and foundations, donations from local businesses, and commitments from state and local governments. The library administration must set high priorities for these services, and administrative librarians must develop lobbying skills.

Many of the earlier suggestions are admittedly impractical in today's financially-constricted libraries. Many of the most successful examples of relevant and exciting services to Hispanics were made possible with federal grant money. According to Duran, speaking as the president of Reforma: "Most of these programs were developed with soft moneys through state or federal grants, and that meant that sponsoring institutions did not have a strong commitment to maintaining those services. When the money dried up, the programs themselves disappeared (Layne 1980, p. 27)." Another librarian points out the harm in this: "Personal service that stops after two years destroys trust. The problem is how to establish library service to the Spanish-speaking as a basic service offered continuously (Layne 1980, p. 27)."

Librarians who are attempting to serve the underserved must become political and creative. As a youth advocate, the young adult librarian must do whatever is possible to divert funds to important programs, to find alternative sources of funding, including grants from private corporations and foundations, donations from local businesses, and commitments from state and local governments. The library administration must set high priorities for these services, and administrative librarians must develop lobbying skills.

Librarians need to apply their resourcefulness toward the implementation of services which are low in cost. Cooperating with other agencies, using volunteers, scrounging materials, and utilizing the resourcefulness of young adults themselves will allow for the expansion of services even in times of dwindling finances. Finally, librarians must work together nationally to improve federal funding of ethnic services.

If we are to fulfill the potential of our multicultural society, we must achieve ethnic literacy; else we will waste precious human resources. Hispanic young adults represent the largest minority of the next decade. It is imperative that we direct funds and skilled efforts to expand the intellectual horizons of this group. An obvious path to achievement of this goal is through our nation's libraries and librarians.

#### ACKNOWLEDGMENT

I wish to express my gratitude to Donnelly Curtis, MLS, for her assistance in the preparation of this article.

#### REFERENCES

- Baeza, Gilda. 1987. "The Evolution of Educational and Public Library Services to Spanish-Speaking Children." In *Library Services for Hispanic Children*, edited by Adela Artola Allen. Phoenix, AZ: Oryx Press.
- Barass, Reitzel and Associates. 1972. *A Study of Exemplary Public Library Reading and Reading-Related Programs for Children, Youth, and Adults*, vols. I, II.
- Beilke, Patricia F., and Sciara, Frank J. 1986. *Selecting Materials for and about Hispanic and East Asian Children and Young People*. Hamden, CT: Shoe String Press.

- "California Library Uses Cable TV." 1973. *Library Journal* 98 (October 15), p. 3100.
- Casavantes, Edward. 1971. "Pride and Prejudice: A Mexican American Dilemma." In *Chicanos: Social and Psychological Perspectives*, edited by Nathaniel N. Wagner and Marsha J. Haug, pp. 46-51. St. Louis, MO: C.V. Mosby.
- Chavaria, Elvira, ed. 1983. *Chicano Film Guide*, 2nd ed. Austin, TX: University of Texas, The General Libraries.
- Chelton, Mary K. 1975. "YA Programming Roundup." *Top of the News* 32 (November), p. 45.
- Cortés, Carlos E., et al. 1976. *Understanding You and Them: Tips for Teaching about Ethnicity*. Boulder, CO: Social Science Education Consortium.
- Cotera, Martha P. 1978. "The Impact of Bilingual Education on School Library Services: Some Problems and Recommendations." In *Library Services to Mexican Americans: Policies, Practices and Prospects*, edited by Roberto Urzua et al., pp. 100-16. Las Cruces, NM: New Mexico State University (ERIC Document No. 151 110).
- Cuestra, Yolanda, and Tarin, Patricia. 1978. "Guidelines for Library Service to the Spanish Speaking." *Library Journal* 103 (July), pp. 1350-55.
- Cunningham, John. 1983. "Library Services for Non-English-Speaking Youth." In *New Directions for Young Adult Services*, edited by Ellen LiBretto. New York: R.R. Bowker.
- Cunningham, John. 1982. "Library Services for the Spanish Speaking." *Catholic Library World* 53 (March), pp. 347-48.
- Dávila, Daniel. 1976. *Library Service for the Spanish-Speaking User: Source Guide for Librarians*. New York: METRO (ERIC Document No. 135 400).
- Dervin, Brenda, et al. 1984. *The Information Needs of Californians-1984. Report #2. Context, Summary, Conclusions, Implications, Applications*. Sacramento, CA: California State Library (ERIC Document No. 267 801).
- Duran, Daniel Flores. 1979. *Latino Materials: A Multimedia Guide for Children and Young Adults*. New York: Neal Schuman, pp. 19-27.
- Dyer, Esther, and Robertson-Kozan, Concha. 1983. "Hispanics in the U.S.: Implications for Library Service." *School Library Journal* 29 (April).
- Fernandez, Nelly. 1978. "Library Service to the Spanish Speaking: A National Concern." In *Library Services to Mexican Americans: Policies, Practices and Prospects*, edited by Roberto Urzua et al. Las Cruces, NM: New Mexico State University (ERIC Document No. 151 110).
- García-Ayvens, Francisco, and Chabrán, Richard F., eds. 1984. *Biblio-Politica: Chicano Perspectives on Library Service in the United States*. Berkeley, CA: University of California, Berkeley, Chicano Studies Library Publications Unit.
- Graduate Library Institute for Spanish-Speaking Americans. 1979. *Final GLISA III Report* (ERIC Document No. 192 778).
- Hammond, Carolyn G. 1979. "A Decade of Public Library Programming." In *Libraries and Young Adults: Media, Services, and Librarianship*, edited by JoAnn V. Rogers, pp. 80-81. Littleton, CO: Libraries Unlimited.
- Haro, Robert P. 1981. *Developing Library and Information Services for Americans of Hispanic Origin*. Metuchen, NJ: Scarecrow Press.
- Haro, Robert P. 1971. "Bicultural and Bilingual Americans: A Need for Understanding." *Library Trends* 20 (October), pp. 256-70.
- Johnson, Mary Frances. 1987. "Guidelines for Selection and Acquisition of Materials for School and Public Libraries." In *Library Services for Hispanic Children: A Guide for Public and School Librarians*, edited by Adela Artola Allen. Phoenix, AZ: Oryx Press.
- Kish, Katharine. 1979. "Nonprint Media and the YA Market." In *Libraries and Young Adults: Media, Services, and Librarianship*, edited by JoAnn V. Rogers. Littleton, CO: Libraries Unlimited.

- Lang, Bernadette. 1982. "Learning to Learn in the Streets." In *Children's Libraries Section. Libraries Serving the General Public Division* (papers presented at the 48th Annual Meeting of the International Federation of Library Associations, 22-28 Aug. 1982), pp. 5-15 (ERIC Document No. 227 879).
- Layne, Elizabeth N., ed. 1980. *Serving Citizens with Special Needs: A Background Paper for the White House Conference on Library and Information Services* (ERIC Document No. 197 728).
- Manoogian, Sylva N. 1983. "Importance of Ethnic Collections in Libraries." In *Ethnic Collections in Libraries*, edited by E.J. Josey and Marva L. De Loach. New York: Neal Schuman.
- Manthorne, Jane. 1971. "Provisions and Programs for Disadvantaged Young People." *Library Trends* 20 (October).
- Miller, Liz Rodríguez. 1987. "Management of Library Programs and Services for Hispanic Children: Some Practical Considerations." In *Library Services for Hispanic Children: A Guide for Public and School Librarians*, edited by Adela Artola Allen, pp. 34-37. Phoenix, AZ: Oryx Press.
- National Commission on Libraries and Information Science. 1983. *Report of the Task Force on Library and Information Services to Cultural Minorities*. Washington, DC: NCLIS.
- Nava, Julián. 1971. "Foreword." In *Chicanos: Social and Psychological Perspectives*, edited by Nathaniel N. Wagner and Marsha J. Haug. St. Louis, MO: C.V. Mosby.
- Núñez, Sofía. 1984. "Library Services for Hispanics: Services and Programs." In *Festschrift in Honor of Dr. Arnulfo D. Trejo*, pp. 116-23. Tucson, AZ: University of Arizona, Graduate Library School.
- Peñalosa, Fernando, and McDonagh, Edward C. 1971. "Social Mobility in a Mexican-American Community." In *Chicanos: Social and Psychological Perspectives*, edited by Nathaniel N. Wagner and Marsha J. Haug, pp. 46-51. St. Louis, MO: C.V. Mosby.
- Schreiner, Tim. 1983. "New Hispanic Generation Changing Face of USA." *USA Today* 14 July, p. 1A.
- Urzua, Roberto, et al., eds. 1978. *Library Services to Mexican Americans: Policies, Practices and Prospects*. Las Cruces, NM: New Mexico State University (ERIC Document No. 151 110).
- Varlech, Jana. 1983. "Youth Participation in Library Decision Making." In *New Directions for Young Adult Services*, edited by Ellen LiBretto, pp. 31-47. New York: R.R. Bowker.
- The Video Source Book*, 8th ed. 1986. Syosset, NY: National Video Clearing House.
- Youth Employment Today: Invest Now or Pay Later. A first Friday Report*. 1986. (ERIC Document No. 271 612).

## BACKGROUND READING FOR LIBRARIANS

\*Indicates suitable titles for young adults

### Hispanics

- Foster, David William, ed. 1982. *Sourcebook of Hispanic Culture in the United States*. Chicago: ALA.
- Keller, Gary D., and Jimenez, Francisco, eds. 1980. *Hispanics in the United States: An Anthology of Creative Literature*. Ypsilanti, MI: Bilingual Press.
- Schön, Isabel. 1980. *A Hispanic Heritage: A Guide to Juvenile Books About Hispanic People and Cultures*. Metuchen, NJ: Scarecrow Press.
- Thernstrom, Stephan, et al., eds. 1980. *Harvard Encyclopedia of Ethnic Groups*. Cambridge, MA: Harvard University Press.

**Mexican Americans**

- \*Acuña, Rodolfo. 1972. *Occupied America: The Chicano's Struggle toward Liberation*. San Francisco, CA: Canfield Press.
- DeLeón, Arnoldo. 1983. *They Called Them Greasers: Anglo Attitudes toward Mexicans in Texas, 1821-1900*. Austin, TX: University of Texas Press.
- \*Grebler, Leo, et al. 1970. *The Mexican American People: The Nation's Second Largest Minority*. New York: Free Press.
- Huerta, Jorge A. 1982. *Chicano Theater: Themes and Forms*. Binghamton, NY: Bilingual Review Press.
- Martin, Patricia Preciado. 1983. *Images and Conversations: Mexican Americans Recall a Southwestern Past*. Tucson, AZ: University of Arizona Press.
- \*McWilliams, Carey. 1948. *North from Mexico: The Spanish-Speaking People of the United States*. Philadelphia, PA: Lippincott.
- \*Meier, Matt S., and Feliciano Rivera. 1972. *The Chicanos: A History of Mexican-Americans*. New York: Hill & Wang.
- Romano-V., Octavio I. 1969. "The Historical and Intellectual Presence of Mexican Americans." *El Grito* 2 (Winter), pp. 32-47.
- Romano-V., Octavio I. 1968. "The Anthropology and Sociology of the Mexican-Americans." *El Grito* 2 (Fall), pp. 13-26.
- Romo, Ricardo. 1983. *East Los Angeles: History of a Barrio*. Austin, TX: University of Texas Press.
- \*Rosaldo, Renato, et al., eds. 1973. *Chicano: The Evolution of a People*. Minneapolis, MN: Winston Press.
- Schön, Isabel. 1978. *A Bicultural Heritage: Themes for the Exploration of Mexican-American Culture in Books for Children and Adolescents*. Metuchen, NJ: Scarecrow Press.
- Sommers, Joseph, and Ybarra-Frausto, Tomas. 1979. *Modern Chicano Writers: A Collection of Critical Essays*. Englewood Cliffs, NJ: Prentice-Hall.
- \*Steiner, Stan. 1979. *La Raza: The Mexican-Americans*. New York: Harper and Row.
- Trejo, Arnulfo, ed. 1979. *The Chicanos: As We See Ourselves*. Tucson, AZ: University of Arizona Press.
- Trejo, Arnulfo. 1975. *Bibliografía Chicana: A Guide to Information Sources* (vol. 1 in the Ethnic Studies Information Guide Series). Detroit, MI: Gale Research Company.
- Weber, David J., ed. 1973. *Foreigners in Their Native Land: Historical Roots of the Mexican Americans*. Albuquerque, NM: University of New Mexico Press.

**Cuba and Cuban Americans**

- Boswell, Thomas D., and Curtis, James R. 1984. *The Cuban-American Experience: Culture, Images, and Perspectives*. Totowa, NJ: Rowman and Allenheld.
- Casal, Lourdes. 1972. "A Bibliography of Cuban Creative Literature: 1959-1971." *Cuban Studies Newsletter* 2 (June), pp. 2-29.
- Fagen, Richard R., et al. 1968. *Cubans in Exile: Disaffection and the Revolution*. Palo Alto, CA: Stanford University Press.
- Fox, Geoffrey E. 1979. *Working-Class Emigres from Cuba*. Palo Alto, CA: R & E Research Associates, 1979.
- Menton, Seymour. 1975. *Prose Fiction of the Cuban Revolution*. Austin, TX: University of Texas, Institute for Latin American Studies.
- Mesa-Lago, Camelo, ed. 1970. *Cuban Studies/Estudios Cubanos*. Pittsburgh, PA: University of Pittsburgh, Center for Latin American Studies, University Center for International Studies, semiannual.
- Thomas, Hugh. 1969. *Cuba-The Pursuit of Freedom*. New York: Harper & Row.

### **Puerto Rico and Puerto Rican-Americans**

- Carrión, Arturo Morales, ed. 1983. *Puerto Rico: A Political and Cultural Odyssey*. New York: W.W. Norton.
- Cordasco, Francesco, and Bucchioni, Eugene. 1982. *The Puerto Rican Community and Its Children on the Mainland: A Sourcebook for Teachers, Social Workers, and Other Professionals*, 3rd rev. ed. Metuchen, NJ: Scarecrow Press.
- Fitzpatrick, Joseph J. 1971. *Puerto Rican Americans: The Meaning of Migration to the Mainland*. Englewood Cliffs, NJ: Prentice Hall.
- Hauberg, Clifford A. 1974. *Puerto Rico and Puerto Ricans*. New York: Hippocrene (o.p.).
- Herrera, Diane, ed. 1979. *Puerto Ricans and Other Minority Groups in the Continental United States: An Annotated Bibliography*. Detroit, MI: Blaine, Ethridge.
- Levine, Barry B. 1980. *Benjy Lopez: A Picaresque Tale of Emigration and Return*. New York: Basic Books.
- Mohr, Eugene V. 1982. *The Nuyorican Experience: Literature of the Puerto Rican Minority*. Westport, CT: Greenwood Press.
- \*Rivera, Edward. 1983. *Family Installments: Memories of Growing Up Hispanic*. New York: Penguin Books.
- Silen, Juan Angel. 1971. *We, The Puerto Rican People: A Story of Oppression and Resistance*, translated from the Spanish by Cedric Belfrage. New York: Monthly Review Press.

### **SUGGESTED READING FOR HISPANIC YOUNG ADULTS NONFICTION**

(See also starred titles in "Background Reading for Librarians")

- Ashabanner, Brent. 1986. *Dark Harvest: Migrant Farm Workers in America*. New York: Dodd, Mead.
- Calihan, J., and Nesmith, S. 1985. *Our Mexican Ancestors*, vol. I. San Antonio, TX: University of Texas, Institute of Culture.
- Caramillo, Albert. 1984. *Chicanos in California*. Boston, MA: Boyd & Fraser.
- Coles, Robert. 1973. *The Old Ones of New Mexico*. New York: Harcourt, Brace, Jovanovich.
- Fincher, E. B. 1983. *Mexico and the United States: Their Linked Destinies*. New York: Crowell.
- Galarza, Ernesto. 1971. *Barrio Boy*. Notre Dame, IN: University of Notre Dame Press.
- Galarza, Ernesto. 1970. *Spiders in the House and Workers in the Field*. Notre Dame, IN: University of Notre Dame Press.
- Gallenkamp, Charles. 1987. *Maya: The Riddle and Rediscovery of a Lost Civilization*, 3d rev. ed. New York: Penguin Books.
- Gamio, Manuel. 1969. *His Life Story: The Mexican Immigrant*. Philadelphia, PA: Ayer.
- Haddox, John. 1970. *Los Chicanos: An Awakening People*. El Paso, TX: University of Texas.
- Haskins, James. 1982. *The New Americans: Cuban Boat People*. Hillside, NJ: Enslow.
- Hentoff, Nat. 1981. *The First Freedom: The Tumultuous History of Free Speech in America*. New York: Dell.
- Levy, Jacques E. 1975. *Cesar Chavez: Autobiography of La Causa*. New York: Norton.
- López, Nancy, and Schwed, Peter. 1980. *The Education of a Woman Golfer*. St. Louis, MO: Cornerstone.

- Martínez, Gilbert T., and Edwards, Jane. 1973. *The Mexican American: His Life Across Four Centuries*. New York: Houghton Mifflin.
- Meier, Matt, and Rivera, Feliciano. 1972. *The Chicanos: A History of Mexican-Americans*. New York: Hill & Wang.
- Meltzer, Milton. 1982. *The Hispanic Americans*. New York: Harper & Row Junior.
- Meyer, Carolyn, and Gallenkamp, Charles. 1985. *The Mystery of the Ancient Maya*. New York: Macmillan.
- Nava, Julian. *Mexican Americans: A Brief Look at Their History*. ADL.
- Noble, Iris. 1982. *Tingambato: Archaeology Today in Mexico*. New York: Messner.
- Pietri, Pedro. 1974. *Puerto Rican Obituary*. New York: Monthly Review.
- Robb, John Donald. 1980. *Hispanic Folk Music of New Mexico and the Southwest: A Self-Portrait of a People*. Norman, OK: University of Oklahoma Press.

### Fiction and Poetry

- Anaya, Rudolfo. 1976. *Heart of Aztlan*. Berkeley, CA: Editorial Justa.
- Anaya, Rudolfo. 1972. *Bless Me, Ultima*. Berkeley, CA: Tonatiuh International.
- Arias, Ron. 1987. *The Road to Tamazunchale*. Binghamton, NY: Bilingual Review Press.
- Barrio, Raymond. 1984. *The Plum Plum Pickers*. Binghamton, NY: Bilingual Review Press.
- Cather, Willa. 1927. *Death Comes for the Archbishop*. New York: A.A. Knopf.
- Cruz, Victor Hernandez. 1982. *By Lingual Wholes*. San Francisco, CA: Momos.
- Griego y Maestas, Jose, and Anaya, Rudolfo. 1980. *Cuentos: Tales from the Hispanic Southwest*. New York: Holt.
- Guy, Rosa. 1983. *The Friends*. New York: Bantam.
- Krumgold, Joseph. 1987. *And Now Miguel*. New York: Harper & Row Junior.
- Mathis, Sharon Bell. 1981. *Teacup Full of Roses*. New York: Penguin Press.
- Mohr, Nicholasa. 1977. *In Nuevo York*. New York: Dial.
- Mohr, Nicholasa. 1975. *El Bronx Remembered: A Novella & Stories*. New York: Harper & Row.
- Mohr, Nicholasa. 1973. *Nilda*. New York: Harper & Row.
- Navarro, Jose L. 1973. *Blue Day on Main Street*. Berkeley, CA: Quinto Sol Publications.
- O'Dell, Scott. 1974. *Child of Fire*. Boston, MA: Houghton Mifflin.
- Paredes, Americo, ed. 1970. *Folktales of Mexico*. Chicago, IL: University of Chicago Press.
- Pinero, Miguel. 1986. *Bodega Sold Dream*, 2nd ed. Houston, TX: Arte Publico.
- Pinero, Miguel. 1986. *Outrageous One-Act Plays*. Houston, TX: Arte Publico Press.
- Pinero, Miguel. 1983. *The Sun Always Shines for the Cool; Midnight Moon at the Greasy Spoon; Eulogy for a Small Time Thief*. Houston, TX: Arte Publico Press.
- Pinero, Miguel. 1975. *Short Eyes*. New York: Hill & Wang.
- Rivera, Tomas. 1986. *This Migrant Earth*, translated by Rolando Hinajosa. Houston, TX: Arte Publico Press.
- Rivera, Tomas. 1971. *...Y No Se Lo Trago la Tierra; And the Earth Did Not Part*, translated by C. Herminio Rios. Berkeley, CA: Quinto Sol.
- Roy, Cal. 1975. *The Legend and the Storm*. New York: Farrar, Strauss & Giroux.
- Toor, Frances. 1974. *A Treasury of Mexican Folkways*. New York: Gordon Press.
- Trambley, Estela Portillo. 1986. *Trini*. Binghamton, NY: Bilingual Review Press.

- Trambley, Estela Portillo. 1983. *Sor Juana and Other Plays*. Binghamton, NY: Bilingual Review Press.
- Traven, B. 1983. *The Cotton Pickers*. New York: Schocken Books.
- Ulibarri, Sabine R. 1971. *Tierra Amarilla: Stories of New Mexico*. Albuquerque, NM: University of New Mexico Press.
- Villarreal, José Antonio. 1984. *The Fifth Horseman*, 2d ed. Binghamton, NY: Bilingual Review Press.
- Villarreal, José Antonio. 1959. *Pocho*. Garden City, NY: Doubleday



---

## Decision-Making for Young Adult Services in Public Libraries

GERALD G. HODGES

---

IN THE LATE 1980s we have rationally concluded that libraries really cannot be all things to all people and that no single agency, be it school library media center or public library, can be all things to all young adults. Community differences, budgetary realities, networking developments, and other forces have required youth librarians to focus more on planning and decision-making to determine, on a local level, what libraries need to be and can be for youth. This trend is incredibly positive. Youth librarians can now attempt to learn from, rather than emulate, exemplary programs in different communities. A common agreement is that the diversity of local youth services can be made in light of local library roles and service objectives (McClure et al. 1987; Van House et al. 1987; Zweizig et al. 1985).

The critical importance of decision-making as it relates to young adult (YA) service diversity has been underscored in a research study "Factors Influencing the Provision of Information Services to Young Adults in Public Libraries" conducted by this author and Alan R. Samuels of the University of Missouri. Questionnaires were mailed to two groups. Group I was made up of 200 randomly selected medium-sized (by budget) public libraries. Group II consisted of twenty-four medium-sized public libraries identified as having notable YA services by the executive director of the Young Adult Services Division of the American Library Association. The response rates were: Group I, 142 (71.0 percent) and Group II, 19 (79.2 percent). In this study a young adult librarian was defined as the person with primary responsibility for collections and services for youths ages 12 through 18.

The questionnaire, which follows, elicited data regarding collection and service and service management scales.

*Young Adult Collection and Service Scales*

1. Young Adult Collection Diversity. The extent to which young adult collections contain a variety of different types of materials.
2. Young Adult Service Diversity. The extent to which young adult services are of more than one type.

*Young Adult Service Management Scales*

1. Young adult librarian decision-making impact. The extent to which the person responsible for young adult services feels that she/he has impact on decisions made about such services.
2. Support. The extent to which the young adult librarian feels that mutually supporting relationships exist within the library.
3. Democratic Governance. The extent to which participatory management and shared decision-making are emphasized in the library.
4. Innovation. The extent to which a library is perceived by the young adult librarian to be ready to engage in innovative practices and services.
5. Freedom. The extent to which librarians in the institution are perceived as able to speak their minds and to exercise their own judgments.
6. Esprit. The extent to which there is a feeling of shared purpose in the library as perceived by the young adult librarian.

Table 1 presents summary scale scores with the number of questionnaire items for each scale and means for Groups I and II.

Further analysis for Group I ( $N = 142$ ) determined correlations between all variables. Significant relationships ( $p < .05$ ) were found between young adult librarian decision-making impact and young adult collection diversity (.21) and young adult service diversity (.31). The major finding of this study was that the single most important factor related to YA service diversity in the randomly-selected libraries was the extent to which the young adult librarian felt that she/he had impact on decisions related to services, collections, and future planning regarding young adult services in the library.

An assumption in this study was that collection and service diversity were desirable attributes of libraries attempting to serve the rather broad needs of a population as diverse as today's young adults. The directions which those collections and services take depend quite evidently upon the degree of visibility which young adult patrons have as the library decides upon its roles and identifies its objectives. Librarians serving young adults have a major responsibility to provide informational input to decisions libraries make regarding roles as specified in Planning and Role Setting for Public Libraries or in other planning approaches. The following are decisions which should be addressed in this process.

*Define Young Adults in Terms of Your Community.* The Young Adult Services Division of the American Library Association has defined

TABLE 1  
SUMMARY SCALE SCORES

<i>Scale Name</i>	<i>No. of Items</i>	<i>Mean (N = 142)</i>	<i>Mean (N = 19)</i>
YA Collection			
Diversity	5	1.7	2.8
YA Service			
Diversity	18	4.9	8.9
YA Decision-Making			
Impact*	3	16.0	17.9
Support	9	6.5	6.3
Democratic Governance	13	10.9	10.9
Innovation	11	9.5	9.9
Freedom	9	7.8	7.9
Esprit	11	9.9	9.8

\*Scale consisted of three items measured by a Likert scale numbered 1 to 7 thus a maximum score was 21 and a minimum was 3.

young adults as those aged 12 to 18. A local community may want to consider younger and older patrons within the scope of young adult services if they are not adequately being served by children's or adult services personnel. Models for library services for early adolescents clearly are different than those for children; local libraries need to make certain that these youth are provided collections and services to meet their needs.

*Survey Young Adults Using the Best Practices of Needs Assessment.* If surveys are done of the community at large, make certain that youth are systematically included. Cluster sampling of school homerooms is an easy method of gaining input from youth.

*Establish Formal Understandings with Schools Regarding Methods of Cooperation, Areas of Overlap of Services and Collections, and Areas of Responsibility.* Specific, well-publicized definitions of curriculum support absolutely must be made and revised as needed. A point should be made to those libraries which select the reference library as a role and support residents in their support of job-related interests. For most young adults, going to school is their primary job.

*Examine the Library's Statements of Goals and Objectives and the Library's Collection Development Policy.* Develop a goals statement for youth services and a collection development policy for young adult collections. Make certain that administrators and staff understand and support these policy statements.

*Establish Short-Term and Long-Term Objectives to Meet Goals.* Make certain that you are anticipating appropriate evaluation measures in this process.

*Identify Appropriate Strategies.* Young adult input can be particularly appropriate here as well as in all other phases of this planning process. Additional assistance can come from guides such as *Young Adult Program Guidebook* (New York Library Association 1983), *Young Adult Services Manual* (State Library of Florida 1986; Young 1987, pp. 124-26), and *Library Program Ideabook for Adults and Teens* by Cindi Youngblut and Julie Huiskamp (1987). Table 2 indicates the types of services reported by the randomly-selected libraries in the study described earlier which were directed to young adults. In these libraries, the mean percentage of the respondents' time allocated to young adult services was 42 percent.

*Establish Information Networks with Other Community Agencies Serving Youth.* Provide access to these agencies through subject reference in the card catalog, through community resource files, etc.

*Consider the Feasibility within Your Library of Having Separate Budget Allocations for Young Adult Collections and Programs.* Make certain to secure adequate funding for promotional materials.

*Assign at Least One Staff Member with Primary Responsibility for Young Adults.* Keep in mind that all staff will interact with young adults at some point, and certain attributes become essential: empathy for adolescents, nonjudgmental attitude, willingness to preserve confidentiality, a strong commitment to rights of young adults consistent with the Library Bill of Rights, effective interpersonal relations and communications skills, knowledge and appreciation of all resources appropriate for young adults, awareness and understanding of the popular culture, respect for diversity in cultural and ethnic values, and many others ("Competencies for Librarians" 1982, p. 51).

*Decide on Space Allocations for Young Adults and the Best Methods to Shelve Materials for Access.* The mission and roles of the library will help determine the space needs for services to any age-based clientele. Separate areas for young adults may certainly be an absolute necessity for many libraries. Other libraries may want only to consider separate shelving of young adult fiction or of both. We must always keep in mind that youth who have determined that the children's collection no longer meets their needs may be entirely overwhelmed if all materials outside the children's collection are intershelved. A transitional collection for the early adolescent can be reassuring and minimize frustration in locating relevant informational and reading materials through browsing.

*Make Needed Scheduling Decisions.* Keep in mind that most young adults can only use the library personally at nights and on weekends for

TABLE 2  
INVENTORY OF YOUNG ADULT SERVICES

<i>Services</i>	<i>Percent of Libraries Providing Service N = 142</i>
Reference/Information Services	45
Working with School Teachers	43
Teaching Library Skills	39
Working with School Library Media Specialists	34
Booktalking	26
Displays and Interest Centers	23
Information Referral	15
Book Discussions	15
<i>Additional Services Mentioned at Least Once</i>	
YA Book Lists and Book Reviews	
Literary Magazine	
Clubs: Chess Club (with tournaments), Computer Club, Dungeons and Dragons Club, Scrabble Club, Backgammon Club, Travelers Club, Teen Club	
Workshops: Babysitting; Job Training; Word Processing; Art, film, and television production; Other nonprint production; Photography; Grant and Aid; Job interviews; College admissions; Folk dance; Etiquette; Makeup, hairstyling, and grooming tips; Clown; Creative writing; Storytelling; Book talks	
Programs: Crafts; Rock concerts; Martial arts demonstrations; Child care; Weightlifting; Frisbee; Dance recitals; Theatrical productions; Film series; Fifties Jamboree (intergenerational); Quiz Bowl; Introduction to adult services	
Online searching	
Juvenile Hall (incarcerated youth) program	
YA librarian member of coalition of service providers from across metropolitan area who share ideas, projects, and programs for YAs	
Work with other social and counseling agencies—e.g., Planned Parenthood	

much of the year. Also keep in mind that summer months might be an opportune time for young adult programming.

*Develop Measures to Evaluate Collections and Services.* These should be consistent with those used by the parent institution and should always be useful to staff to measure progress toward goals and to justify the expansion of services to young adults. Among many measures of evaluation available to us we might consider the following: percentage of young adult titles circulated out of total circulation (it should make no difference who checks the titles out); percentage of anticipated attendance at YA programs (to be fair to yourself, set reasonable expectations for attendance. Young adults have as many pressures on their time as do adults, many have as specific interests as do adults, so attendance of fifteen at some events may be the most that can be anticipated); percentage of classes visited; percentage of young adults with library cards; percentage of collection promoted; autonomous success rate; etc.

A highly workable framework for measurement and evaluation has been developed by the Association of Research Libraries (Cronin 1985). Young adult librarians should strive to assess the following for each pertinent service—particularly for collections: user expectations; standards; long-range, short-term, and individual (librarian) objectives; and evaluation measures.

This decision-making process will obviously point out the constraints which any library has. Cooperation with schools, with other libraries in the community, and with other youth agencies is essential. Crossing jurisdictional lines by working with other public librarians can also result in programs which likely would be impossible to carry out in a single public library. One such example is a summer reading program for young adults which was cooperatively planned by librarians in nine different library systems in the states of Iowa and Illinois. The librarians divided the labor and the cost of all materials and program development and were able to have a successful program in their individual libraries in spite of the fact that not one of these librarians was designated to serve young adults more than 5 percent of her time (Chumbley 1987).

*Develop Cooperative Collection Development and Services Policies with Schools in the Community or in the Neighborhoods Served by the Library.* Many school library media specialists are currently evaluating collections and determining selection priorities using collection mapping developed by David Loertscher and May Lein Ho (1986). This process reveals collection depth and quality assessments in relation to specific instructional objectives. If a public library is to serve as a curriculum resource in any way, specific planning with school personnel needs to occur so that acquisitions are the most appropriate for students' instructional needs. More and more schools are using online searching to identify periodical articles for students' information needs. Access to databases extends the potential resources available to students, and most schools and school systems are simply not able to purchase all journals in which students may want information. All librarians in a geographical area should work together so that in a community there is the range of titles most needed by students. Arrangements should also be made for interlibrary loan and other photocopying agreements. We can no longer waste students' time by saying or implying that certain materials are "at the public library" when we do not know that they are. Most students do not understand governance and mission differences between school and public libraries (although they could, if taught); and frustrated information searches have attitudinal consequences.

This joint planning should also address the fact that many students wait until the last minute to complete research projects (as do many adults). Advance notification to students and to librarians of projects which will require public library resources can result in greater success in final projects. A major learning skill for today's students is to plan

and conduct information searches, and students should always be taught that this process may take a bit longer than they anticipate. Teachers should also be made to understand this fact.

Since no one library could ever want or need to be all things to all young adults, informed decision-making must be ongoing. Every library, regardless of size, staff, budget, or roles, should strive to achieve a fine-tuned program of services for young adults which is as meaningful for their needs as can be achieved. Young adults themselves must be made aware of possibilities for them at the public library and also understand the real constraints an individual library has. All librarians serving young adults in a community should work together to ensure that as many of the information, recreational, and other needs of young adults that can be met by libraries are being met. The decision-making process enables us to focus upon our similarities as librarians with the common goal of providing excellence in services to the youth in our community (Miller 1988). They should expect this of us.

## APPENDIX

### Collection Planning/Public Library/ Young Adult Nonfiction Collection

*User Expectations.* To find or be able to get in a reasonable time period information on 100 percent of topics of personal interest in print or video format.

*Standards.* Check collection against recommended titles in *Public Library Catalog*, *VOYA*, *Booklist*, and other appropriate standard catalogs and subject reviewing tools.

#### *Short-Term Objectives*

1. Conduct needs assessment of young adult nonfiction interests, both subject and title.
2. Compute current subject fill rate for young adult patrons.

#### *Long-Term Objectives*

1. Increase subject fill rate for young adult patrons to 100%. This may involve improving document delivery systems.
2. Involve young adults in selection so that changes in interests can be anticipated.

#### *Individual Objectives*

1. Become more knowledgeable of publications in three subject areas of interest to young adult patrons.
2. Read the literature on youth involvement in library decision-making.

#### *Evaluation*

1. In-house subject fill rate for young adults will increase to 90%.
2. Document delivery will decrease to 100% within 14 days from the current rate of 80% within 14 days.
3. A Young Adult Selection Committee will be organized and functioning within two months.

### Collection Planning/School Library Media Center/Periodicals Collection

*User Expectations.* To be able to locate and use within a reasonably short time most periodical articles located through manual and on-line searches of indexes in the library media center.

*Standards.* Students in a nearby school of similar size retrieve 95 percent of needed titles through an interlibrary loan system developed by the library media specialist.

*Short-Term Objectives*

1. Determine periodical titles most frequently needed during the next two major research projects.
2. Streamline the circulation process for retrieval and shelving of back issues of periodicals.

*Long-Term Objectives*

1. Purchase new titles based on documentation above.
2. Determine and purchase titles needed on microfiche.
3. Improve document delivery by establishing a system similar to that of the nearby school.

*Individual Objectives*

1. Make a union list of serials holdings for school, school system, and public library.
2. Write a proposal to principal justifying increase in periodicals and photocopy budgets based on documented need.
3. Expand communication with other libraries in the community.

*Evaluation*

1. Of periodical articles requested by students, 95 percent can be available within seven days if the student does not wish to visit the library in the community which owns the title.
2. In-house use of photocopy machine and microfiche reader-printer will increase 5 percent in the next two months.
3. Ninety-five percent of students will be able to fill out an interlibrary loan request form correctly.
4. Of teachers whose students used online searching, 100 percent will indicate that periodical sources used were more pertinent than those typically cited earlier.

## REFERENCES

- Chumbley, Tami. 1987. "A Junior High School Summer Reading Program." Unpublished paper presented at the Iowa Library Association, Waterloo, Iowa.
- "Competencies for Librarians Serving Youth." 1982. *School Library Journal* September.
- Cronin, Mary J. 1985. *Performance Measurement for Public Services in Academic and Research Libraries*. Washington, DC: Office of Management Studies, Association of Research Libraries.
- Loertscher, David, and Ho, May Lein. 1986. *Computerized Collection Development for School Library Media Centers*. Fayetteville, AK: Hi Willow.
- McClure, Charles R., et al. 1987. *Planning and Role Setting for Public Libraries: A Manual of Options and Procedures*. Chicago, IL: American Library Association.
- Miller, Marilyn. 1988. "Changing Priorities for Service to Children and Adolescents in School and Public Libraries." In *Managers and Missionaries: Library Services to Children and Young Adults in the Information Age* (Proceedings of the 28th Allerton Park Institute, University of Illinois, 14-16 November 1986). Urbana-Champaign: University of Illinois, Graduate School of Library and Information Science (in press).
- New York Library Association. Youth Services Section. Young Adult Program Guide Committee. 1985. *Young Adult Program Guidebook*. New York: New York Library Association.
- State Library of Florida. Florida Young Adult Manual Committee. 1986. *Young Adult Services Manual*.



- Van House, Nancy A., et al., eds. 1987. *Output Measures for Public Libraries: A Manual of Standardized Procedures*, 2nd ed. Chicago, IL: American Library Association.
- Young, Diana. 1987. *Public Libraries* 26 (Fall), pp. 124-26.
- Youngblut, Cindi, and Huiskamp, Julie. 1987. *Library Program Handbook for Adults and Teens*. Des Moines, IA: Iowa Library Association.
- Zweizig, Douglas L., et al. 1985. *Output Measures for Children's Services in Wisconsin Public Libraries: A Pilot Project-1984-1985*. Madison, WI: Wisconsin State Library Department of Public Instruction (ERIC Document No. 275 324).

---

## About the Contributors

---

*Adela Artola Allen* is the Associate Dean of the Graduate College at the University of Arizona in Tucson, Arizona.

*Barbara Baskin* is Associate Professor of Social Sciences at the State University of New York in Stony Brook, New York.

*Frances B. Bradburn* is the School Media Programs Coordinator at the Division of the North Carolina Department of Public Instruction in Raleigh, North Carolina.

*Betty Carter* is Lecturer in Library Sciences at the Sam Houston State University in Huntsville, Texas.

*Doris M. Epler* is the Director of the School Library Media Services Division at the State Library of Pennsylvania in Harrisburg, Pennsylvania.

*Judith G. Flum* is the Branch Manager of the San Lorenzo Branch of the Alameda County Library in San Lorenzo, California.

*Charles Harmon* is Librarian at the City High School in Iowa City, Iowa.

*Karen Harris* is Professor of Library Science at the University of New Orleans in New Orleans, Louisiana.

*Leah F. Hiland* is Assistant Professor in the Department of Library Science at the University of Northern Iowa in Cedar Falls, Iowa.

*Gerald G. Hodges* is Assistant Professor at the School of Library and Information Science at the University of Iowa in Iowa City, Iowa.

*Frances M. McDonald* is Associate Professor of Library Media Education at the Mankato State University in Mankato, Minnesota.

*Linda Waddle* is Librarian and School Library Media Specialist at the Cedar Falls High School in Cedar Falls, Iowa.

# If you want to evaluate your library . . .

by

**F. W. Lancaster**

Evaluating library services is less an intellectual exercise than it is a practical activity designed to gather data useful in problem-solving and decision-making within the library. This new book by Lancaster gives you the practical advice you need for evaluating all types of library services.

*If You Want to Evaluate Your Library* discusses evaluating:

- the collection
- document delivery and availability
- materials usage
- reference services
- resource sharing
- cost-effectiveness analyses
- cost-benefit studies.

A valuable tool for library directors, managers, and administrators, this book will help identify areas of the library that need to be evaluated and the best way to conduct the evaluation. Clear explanations of current issues and modern techniques plus end-of-chapter case-study questions make this book ideal for practicing librarians as well as teachers and students of library science.

Lancaster, Professor of Library and Information Science at the University of Illinois, brings to this new book his twenty years of experience teaching courses on evaluating library services. His earlier book, *The Measurement and Evaluation of Library Services*, for years has been used as the standard guide to conducting evaluations. That book received the American Library Association's "Ralph Shaw Award" as an outstanding contribution to the literature of library science. Three of his earlier books have received the annual "Best Book" award of the American Society for Information Science.

Order from

**The University of Illinois  
Graduate School of Library and Information Science**

Publications Office  
249 Armory Building  
505 East Armory Street  
Champaign IL 61820

208 pages, cloth ISBN: 0-87845-078-5  
**\$34.50** plus \$2.50 postage  
Orders must be prepaid to the University of Illinois.



---

# LIBRARY TRENDS

---

“Library Trends has become the  
premier thematic quarterly journal  
in the field of American librarianship.”

*Library Science Annual*

---

**Both practicing librarians and educators** use Library Trends as an essential tool in professional development and continuing education. They know Library Trends is the place to discover practical applications, thorough analyses, and literature reviews for a wide range of trends. See for yourself the breadth of topics covered in this 37th volume.

---

**Library Services to Youth: Preparing for the Future**

(Summer 1988) Edited by Linda Waddle

This issue focuses on changes taking place in the young adult age group and forecasts how libraries can best serve this group.

**Linking Art Objects and Art Information**

(Fall 1988) Edited by Deirdre Stam

This issue uses approaches from information science and art history to examine the concerns of traditional art librarianship.

**Contemporary Technology in Libraries**

(Winter 1989) Edited by Beth Paskoff

This issue discusses contemporary technology in libraries and suggests possible future applications.

**Human Response to Library Automation**

(Spring 1989) Edited by Janice J. Kirkland

This issue examines the trend toward greater automation in the library environment and the ways in which library administrators, staff, and users are affected.

---

**Subscription Price** \$50 (plus \$3 for overseas subscribers). Single copies are available for \$15, including postage. Order from the University of Illinois Press, Journals Department, 54 E. Gregory Drive, Champaign, IL 61820.

---